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No. 2 Estimates—Supplementary, for the service of the Province for the year ending 31st October, 1914-15. Presented to the Legislature, February 23rd and March 17th, 1915. *Printed.* Estimates for the year ending 31st October, 1916. Presented to the Legislature, 23rd March, 1915. *Printed.*

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No. 6 Report of the Inspector of Legal Offices for the year 1914. Presented to the Legislature, March 24th, 1915. *Printed.*

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No. 8 Report of the Provincial Municipal Auditor for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

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No. 21 Report of the Provincial Board of Health for the year 1914. Presented to the Legislature, March 15th, 1915. *Printed.*

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No. 24 Report upon the Feeble-minded of the Province for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 25 Report upon the Hospitals and Charities of the Province for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 26 Report upon the Prisons and Reformatories of the Province for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 27 Report on the neglected and dependent Children in the Province for the year 1914. Presented to the Legislature, March 29th, 1915. *Printed.*

No. 28 Report upon the operation of the Liquor License Acts in the Province during the year 1914. Presented to the Legislature, February 23rd, 1915. *Printed.*

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No. 31 Report of the Ontario Veterinary College for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 32 Report of the Agricultural and Experimental Union for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 33 Report of the Corn Growers' Association for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 34 Report of the Ontario Vegetable Growers' Association for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 35 Report of the Bee-Keepers' Association for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 36 Report of the Entomological Society for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

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No. 44 Report of the Fruit Growers' Association for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 45 Report of the Bureau of Industries for the year 1914. Presented to the Legislature, April 2nd, 1915. *Printed.*

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No. 52 Report of the Librarian on the State of the Library. Presented to the Legislature, February 24th, 1915. *Not Printed.*

No. 53 Provincial Auditor's Statements for the year 1913-14. Presented to the Legislature, February 25th, 1915. *Printed.*

No. 54 Report of the Workmen's Compensation Board, Ontario, for the year ending 31st December, 1914. Presented to the Legislature, February 22nd, 1915. *Printed for distribution.*

No. 55 Copies of Orders-in-Council under subsection 6 of section 78, Cap. 62, R.S.O. 1914, relating to Surrogate Courts. Presented to the Legislature, February 23rd, 1915. *Not Printed.*

No. 56 Copies of Orders-in-Council and Regulations made under the authority of the Department of Education or of the Acts relating to Public, Separate or High Schools. Presented to the Legislature, February 23rd, 1915. *Printed for distribution.*

No. 57 Rules and Regulations made under chap. 24, R.S.O. 1914 as amended by Cap. 10, 4 Geo. V., relating to Succession Duties. Presented to the Legislature, February 25th, 1915. *Printed for distribution.*

No. 58 Whitson's Report of Northern Development Branch under 2 Geo. V., Cap. 2, for the year 1914. Presented to the Legislature, March 18th, 1915. *Printed.*

No. 59 Return to an Order of the House of the 22nd February, 1915, for a Return showing:—If any part of the 32,000 acres now being cleared, or about to be cleared, by the Government in the vicinity of Sudbury is to be set apart or used to give work to the unemployed. How many acres are to be so set aside, and what are the terms and conditions upon which the unemployed can secure work. Presented to the Legislature, March 8th, 1915. Mr. *Carter. Not Printed.*

No. 60 Report of the Honourable Mr. Justice Riddell, as representative of the Province of Ontario at the Ceremonies in the City of New Orleans held in Commemoration of the one hundredth anniversary of the Battle of New Orleans and of the one hundred years of peace which began with the end of that Battle. Presented to the Legislature, March 15th, 1915. *Printed.*

No. 61 Report of the Commissioner appointed to enquire into the financial affairs of the Village of Weston. Presented to the Legislature, March 15th, 1915. *Not Printed.*

No. 62 Return to an Order of the House of the 15th March, 1915, for a Return showing:—1. All correspondence between the Government or any officer or official thereof and Paul Morand, License Inspector for North Essex, in reference to the resignation or dismissal in the month of April, 1914, of the said Paul Morand as License Inspector for North Essex. 2. All correspondence and communications between the Government or any officer or official thereof and the said Paul Morand and any resident or residents of North Essex with reference to the re-appointment of the said Paul Morand as License Inspector in North Essex in the month of June, 1914, a few days before the election. Presented to the Legislature, March 15th, 1915. Mr. *Ducharme.* *Not Printed.*

No. 63 Agreement and Contract with Litho-Print, Limited, in connection with the Binding, etc., for the several Departments of Government. Presented to the Legislature, March 23rd, 1915. *Printed.*

No. 64 Return to an Order of the House of the 10th March, 1915, for a Return showing:—1. Copies of all petitions or requests received by the Government since the 1st day of January, 1914, from any Municipal Authority or Body in the Province in reference to the imposition of a tax upon automobiles, or as to the distribution of that tax or a portion thereof to the municipalities maintaining the roads. 2. Copies of all correspondence between the Government and any officer or official thereof and any Municipality of the Province, or any Automobile Association or Organization in reference to the said matter. Presented to the Legislature, March 17th, 1915. Mr. *Racine.* *Not Printed.*

No. 65 Return to an Address to His Honour the Lieutenant-Governor of the 11th March, 1915, for a Return of:—1. Copies of all Orders-in-Council and correspondence between the Government and any officer or official thereof and the Timiskaming and Northern Ontario Railway Company and any officer or official thereof in reference to the retirement of Frederick Dane as one of the Commissioners of the said Railway. 2. Copies of all Orders-in-Council and correspondence between the Government and

any officer or official thereof and the Timiskaming and Northern Ontario Railway Company with reference to the appointment of Mr. Lee as one of the Commissioners of the said Railway. Presented to the Legislature, March 19th, 1915. Mr. *Mageau. Not Printed.*

No. 66 Return to an Order of the House of the 15th March, 1915, for a Return showing:—1. What officers have been appointed by the Workmen's Compensation Board under section 59 of the Workmen's Compensation Act. 2. What are the names, dates of appointment, and salaries of each officer so appointed. Presented to the Legislature, March 18th, 1915. Mr. *Carter. Not Printed.*

No. 67 Return to an Order of the House of 3rd March, 1915, for a Return showing:—1. All statements furnished by the Canada Copper Company, the International Nickel Company, the Mond Nickel Company and any other companies producing nickel, under section 8 of the Mining Tax Act respecting Taxation. 2. All reports from any Government mining assessor, made under the provisions of the Mining Taxation Act in respect of the mining operations of the Canada Copper Company, the International Nickel Company or the Mond Nickel Company, and particularly with reference to the royalties or taxes to be paid by the said Companies. 3. All correspondence between the Minister of Lands, Forests and Mines, or the Provincial Treasurer, or any officer or official of the Government and the Canada Copper Company, the International Nickel Company, the Mond Nickel Company and any other Companies producing nickel, with reference to the amount of royalties or taxes paid by the said Companies, or any of them, to the Provincial Treasury of the Province in respect of the ore mined or the mining operations carried on by them in the Province of Ontario. Presented to the Legislature, March 18th, 1915. Mr. *Carter. Not Printed.*

No. 68 Proceedings of the Second Annual Convention of the Association of Cemetery Officials of Canada. Presented to the Legislature, March 26th, 1915. *Not Printed.*

No. 69 Return to an Address of the 23rd day of March, 1915, praying for a Return shewing: 1. Copy of Order-in-Council dated 14th day of February, 1871, appropriating and transferring to the Government of the Province of Ontario the lands and property known as The Ontario Government House. 2. Copy of the Letters Patent dated the 15th day of January, 1908, declaring the said lands to have been transferred and appropriated for the use of the Provincial Legislature of the Province of Ontario within the meaning of the British North America Act, 1867. Presented to the Legislature 26th March, 1915. Mr. *Bowman. Not Printed.*

No. 70 Return to an Order of the House of the 25th March, 1915, for a Return showing:—1. How many convictions for violation of the Liquor License Law have been made for the electoral district for North Essex since the re-appointment of Paul Morand as License Inspector at the end of May, 1914. 2. Have Provincial officers or detectives been sent into this district since the 1st of June, 1914, to assist in securing enforcement of the law. 3. How many prosecutions have been instituted by, or at the instance of Provincial officers or detectives, and the said Paul Morand, respectively. Presented to the Legislature, March 29th, 1915. Mr. *Richardson. Not Printed.*

No. 71 Special Report on the Organization and Administration of the Hospitals for the Insane, Feeble-Minded and Epileptics and District Industrial Farms of the Province. Presented to the Legislature, March 29th, 1915. *Printed for distribution only.*

No. 72 Return to an Order of the House of the 24th March, 1915, for a Return showing:—1. What is the total number of the herd for dairy purposes now maintained by the Government at the Guelph Prison Farm. 2. How many of these were purchased and how many raised on the farm, respectively. 3. What was the total amount paid by the Government for the portion of the herd purchased by them. Presented to the Legislature, 31st March, 1915. Mr. *Ham. Not Printed.*

No. 73 Financial Statement of the Treasurer of Ontario. Presented to the Legislature, April 2nd, 1915. *Printed for distribution only.*

No. 74 Return to an Order of the House of 31st March, 1915, for a Return showing:—1. The number of English-French schools which have complied in the year 1914 with Regulation 17 of the Department of Education passed in the year 1913. 2. The number of English-French schools which have not complied with said Regulation 17 in the year 1914. 3. What English-French schools have received grants in the year 1914 under the Public Schools Act, and the amount thereof. 4. Copy of joint reports, if any, made by any inspectors pursuant to Regulation 17 and dated on or about May 23rd, 1913. 5. Copy of letters exchanged between ex-Inspector Henri Saint Jacques and the Department of Education or any officer or officers thereof with reference to the resignation of the said Henri Saint Jacques which are dated on or about the 18th October, 1913, and the 23rd October, 1913. Presented to the Legislature, April 2nd, 1915. Mr. *Mageau. Not Printed.*

No. 75 Return to an Order of the House of the 17th March, 1915, for a Return showing:—1. How many timber berths or locations have been sold since the 1st day of January, 1914. 2. Were all such berths or locations advertised for sale; if not, which ones were sold without advertisement. 3. If any were sold without

being advertised for sale, who were the purchasers, and what are the prices realized and the dates of the sales, respectively. 4. In what papers were the different timber berths or locations respectively advertised for sale, and what were the dates of such advertisements respectively. 5. What is the period for which they were so advertised in the said papers, respectively. Presented to the Legislature, April 2nd, 1915. Mr. *Munro.* *Not Printed.*

No. 76 Telephone Systems, specifications, etc., as *per* Report of Ontario Railway and Municipal Board. Presented to the Legislature, April 2nd, 1915. *Printed.*

No. 77 Return to an Order of the House of the 28th April, 1914, for a Return showing:—1. If the Government granted the right to cut Pine or any other timber to Messrs. Foley Bros., Contractors, or to the Northern Construction Company, Limited, or to any person, firm or company in connection with the construction of the Canadian Northern Railway Company in the vicinity of Duchesne Lake, situate about 90 miles from the Town of Sudbury. 2. If so, to what persons, firms or companies were such permits made, and the dates of each. 3. What consideration did the Government receive with respect to each of the said permits, if any. 4. What Pine or other timber has been cut to date by each of the persons, firms or companies with respect to such permits. 5. How long was the right to cut to last and over what extent of land; and what were the other terms or conditions upon which such permits were made, if any. 6. What was the date of the completion of the construction of the Canadian Northern Railway at this point. 7. What amount of timber has been cut by any person, firm or company to whom such permit, as mentioned, has been made. 8. Is any person, firm or company at the present time cutting timber pursuant to such permit. Presented to the Legislature, April 2nd, 1915. Mr. *Richardson.* *Not Printed.*

No. 78 Return to an Order of the House of the 27th March, 1914, for a Return of:—All correspondence with reference to the resignation of Mr. Harkness, Manager, Superintendent of the Jordan Experimental Station. 2. The reports of the Committee or Advisory Board of the said farm for the years 1911, 1912 and 1913. 3. Statements showing the total expenditure to date divided between cost of building, cost of land, improvements of land and cost of management. Presented to the Legislature, April 2nd, 1915. Mr. *Anderson (Bruce.)* *Not Printed.*

No. 79 Return to an Order of the House of the 7th April, 1914, for a Return showing:—1. If the Lieutenant-Governor in Council made any arrangements under section 9 of the Succession Duties Act, with any part of the British Dominions, or with any

foreign country; and if so, with what Provinces or countries. 2. If no such arrangement has been made with the Province of Quebec, does the Honourable the Provincial Treasurer make an allowance with respect to Succession Duties in Ontario with respect to shares of stock of a bank or other financial institution whose head office is in the Province of Quebec. 3. If it is true that a Succession Duty is payable with respect to such shares, both in Quebec and Ontario, will legislation be introduced to protect estates from payment of double duty. Presented to the Legislature, April 2nd, 1915. Mr. *Marshall.* *Not Printed.*

No. 80 Return to an Order of the House of the 27th April, 1914, for a Return showing:—1. What consideration was paid by the licensee to the Government in respect of the issue of the original licenses respectively, of the territory included within the proposed agreement with the Pembroke Lumber Company. 2 How much was paid by the Pembroke Lumber Company for these licenses respectively at the date of the purchase thereof by them. 3. What amounts of pine, hemlock, cedar, spruce, hardwood and other timber respectively have been cut on the limits or areas covered by the proposed agreement and returned to the Department as so cut by the Pembroke Lumber Company in each of the years since the purchase thereof by them. Presented to the Legislature, April 2nd, 1915. Mr. *Bowman.* *Not Printed.*

No. 81 Statement on the distribution of the Revised and Sessional Statutes, up to 31st December, 1914. Presented to the Legislature, April 2nd, 1915. *Not Printed.*

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1914

PRINTED BY ORDER OF

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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1914

To His Honour Lieutenant-Colonel the Honourable JOHN S. HENDRIE, C.V.O., etc.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:

I beg to present to Your Honour the report of the Department of Education for the year 1914, accompanied by the school statistics for the calendar year 1913, and by reports from the officials in charge of certain branches of work carried on under my supervision.

It is gratifying to be able to record satisfactory progress in all that relates to the welfare of the primary and secondary schools, as well as such special instruction in technical and industrial subjects, and in agricultural courses, as has been provided by the Department in recent years. The period properly covered by this report antedates the beginning of the great war now unhappily going on, but I deem it right to state that this conflict, so far reaching in its effects and influences, has not as yet appreciably affected, in any way, the carrying on of the schools in this Province. There is the same readiness on the part of trustee boards to appropriate their share of the sums required to maintain efficiency in the schools, and the supply of qualified teachers necessary has been as ample as in previous years.

The training of teachers in the Faculties of Education, Normal Schools and Model Schools continues to meet with success, and the attendance in each of these institutions has been adequate in point of numbers and satisfactory in regard to the qualifications and abilities of those who attend. The special schools for the education of deaf and blind children conducted under the authority of this Department, are in a flourishing state, as will be seen from the reports of the superintendents in charge of them, and the generosity of the Legislature in providing new dormitories for these institutions has borne fruit in improving the health of the pupils and consequently in aiding the work of instruction. The public libraries branch of the Department has shown the results of the energy put forth by the staff of that branch in stimulating the public interest in the library movement.

The salaries of teachers, during the year dealt with in this report, show a further increase in the scale. This is not only true of the Province generally, but it is particularly marked in the case of rural schools where the maintenance

of adequate remuneration to teachers is of great consequence if the efficiency of these schools, so important to the children living in the country, is to be kept up to the standard. It will be noted that during the five year period from 1908 to 1913 the improvement in salaries has been as follows:

	1908		1913	
	Male	Female	Male	Female
	$	$	$	$
Rural Schools	462	382	591	524
Urban Schools	995	516	1,225	647
All Schools	624	432	838	575

During the past five years the expenditure on teachers' salaries has increased by $2,004,684 or 43 per cent., and the total cost of primary education has advanced 55 per cent. or from $7,943,826 in 1908 to $12,325,907 in 1913, showing that the ratepayers and trustees are realizing their responsibilities in voluntarily raising additional funds for better school accommodation and equipment.

In 1913 there was a slight increase in the percentage of male teachers employed, viz., from 14.04 per cent. to 14.31. The number increased from 1,511 to 1,600.

As one practical effect of better salaries the professional standing of teachers conducting primary schools has risen. There are 9,501 certificated teachers in primary schools holding first, second and third class certificates. In 1913, as compared with the previous year, the number of first class certificates has increased by 121, and those with second class certificates by 409. The engaging of teachers holding second class certificates with Normal School standing instead of those of a low professional standing continues, therefore, to justify the hope that at no distant date nearly all our urban and rural schools will be staffed with well trained teachers.

The attendance in the primary schools during 1913 was also satisfactory. The number increased from 467,022 in the previous year to 480,243, and I am glad to know from various sources that the truancy laws are being better enforced than heretofore. The importance of this cannot be too strongly impressed upon school boards and municipal bodies. The enrolment in urban schools increased by 15,248, while that in the rural schools declined by 2,027. There is reason to think that the decline in the latter case is due less to displacement of population than to the laxity still shown in some districts in enforcing the attendance of all children of school age.

There were in 1913, 125 Continuation Schools, a number which has since increased to 130. The prosperity exhibited by this class of school which provides, in many cases, secondary education for the sons and daughters of farmers close to their homes is encouraging. In 1913 the percentage of attendance from the rural parts was 48.75, an increase in the percentage of the previous year. The total attendance was 5,544, the decrease from 1912 being due chiefly to the transference by legislation of 13 Continuation Schools to the High School list. The amount paid in teachers' salaries was $190,464 and the value of the equipment $70,755. The interest taken by the County Councils in these schools is shown

by so many of the councils voluntarily paying more than the equivalent of the legislative grant. New buildings devoted entirely to the Continuation work were erected at Harrow, Malakoff, Maxville and Ripley.

The reports of the High School Inspectors indicate that the secondary schools maintain their high state of efficiency. There were in 1913, 161 high schools and collegiate institutes. The total expenditure upon them was $2,670,681, an increase of $717,620. The cost per pupil of enrolled attendance was $79.14, an increase of $18.63 for the year. The attendance was greater by 1,473 and was derived from the following classes in the proportions specified: Commercial, 21.44 per cent.; Agriculture, 28.69; Law, Medicine and the Church, 5.88; Teaching, 1.82; The Trades, 18.66; Labouring occupations, 7.27; and other classes, 16.23. The value of the general equipment of secondary schools has risen to the amount of $644,309 or $111,546 more than in the preceding year, while special equipment for Manual Training, Household Science, Agriculture, and Art to the value of $53,594 has been provided, which is an increase in this item of $9,716. During the school year 1913-14 new buildings were completed at Kenora, North Toronto, Strathroy (Collegiate Institute) and Weston. New wings were added to Riverdale and Malvern Avenue (Toronto), St. Mary's, and Woodstock Collegiate Institutes, and to Athens and Sydenham High Schools. Other buildings are in course of erection, while more are planned, but owing to the financial conditions produced by the war, operations are postponed.

The various circulars, embodying the new Regulations and indicating the detailed work of the Department during the year 1914 are reproduced in this report.

Respectfully submitted,

R. A. Pyne,

Minister of Education.

Toronto, February, 1915.

SUMMARY OF STATISTICS

I. ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1913		5,977
Increase for the year	38	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation, Kindergarten and Night School pupils)		416,434
Increase for the year	10,709	
Average daily attendance of pupils		263,530
Increase for the year	12,055	
Percentage of average attendance to total attendance		63.28
Increase for the year	1.30	
Number of persons employed as teachers (exclusive of Continuation, Kindergarten and Night School teachers) in the Public Schools: men, 1,507; women, 8,387; total..		9,894
Increase for the year	374	
Number of teachers who attended Normal School		6,522
Increase for the year	257	
Number of teachers who attended Normal College or Faculty of Education		708
Increase for the year	113	
Number of teachers with a University degree		109
Increase for the year	28	
Average annual salary for male teachers		$838
Increase for the year	$50	
Average annual salary for female teachers		$575
Increase for the year	$32	
Average experience of male teachers		11.35 years
Average experience of female teachers		7.11 years
Amount expended for teachers' salaries		$6,150,642
Amount expended for Public School houses (sites and buildings)		$2,359,851
Amount expended for all other purposes		$2,459,551
Total amount expended on Public Schools		$10,970,044
Increase for the year	$739,308	
Cost per pupil (enrolled attendance)		$26.34
Increase for the year	$1.13	

b. Roman Catholic Separate Schools

Number of Roman Catholic Separate Schools in 1913		507
Decrease for the year	6	
Number of enrolled pupils of all ages		63,809
Increase for the year	2,512	
Average daily attendance of pupils		42,110
Increase for the year	2,375	
Percentage of average attendance to total attendance		65.99
Increase for the year	1.17	
Number of teachers		1,281
Increase for the year	44	
Amount expended for teachers' salaries		$497,613
Amount expended for School houses (sites and buildings)		$509,979
Amount expended for all other purposes		$348,271
Total amount expended on R. C. Separate Schools		$1,355,863
Increase for the year	$312,639	
Cost per pupil (enrolled attendance)		$21.25
Increase for the year	$4.24	

c. Protestant Separate Schools

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1913		5
Decrease for the year	1	
Number of enrolled pupils		419
Decrease for the year	1	
Average daily attendance of pupils		273
Increase for the year	20	

d. Kindergartens

Number of Kindergartens in 1913		207
Increase for the year	3	
Number of pupils enrolled		23,289
Increase for the year	1,727	
Average daily attendance of pupils		8,749
Increase for the year	646	
Number of teachers engaged		386
Increase for the year	15	

e. Night Public Schools

Number of Night Schools in 1913-1914		24
Increase for the year	2	
Number of pupils enrolled		1,749
Increase for the year	6	
Average daily attendance of pupils		714
Decrease for the year	166	
Number of teachers engaged		52
Increase for the year	15	

II. SECONDARY SCHOOLS

a. High Schools and Collegiate Institutes

Number of High Schools (including 44 Collegiate Institutes) in 1913		161
Increase for the year	13	
Number of pupils enrolled in High Schools		33,746
Increase for the year	1,473	
Average daily attendance of pupils		21,448
Increase for the year	1,180	
*Number of teachers in High Schools		970
Increase for the year	53	
*Average annual salary, Principals		$1,771
Increase for the year	$38	
*Average annual salary, Assistants		$1,338
Increase for the year	$52	
*Average annual salary, all teachers		$1,409
Increase for the year	$52	
*Highest salary paid		$6,000
Amount expended for teachers' salaries		$1,339,372
Amount expended for school houses (sites and buildings)		$772,404
Amount expended for all other purposes		$558,905
Total amount expended on High Schools		$2.670,681
Increase for the year	$717,620	
Cost per pupil (enrolled attendance)		$79.14
Increase for the year	$18.63	

b. Continuation Schools

Number of Continuation Schools, 1913		125
Decrease for the year	13	
Number of pupils in attendance		5,544
Decrease for the year	550	
Average daily attendance of pupils		3,386
Decrease for the year	391	
*Number of teachers		218
Decrease for the year	8	
*Average annual salary, Principals		$1,082
Increase for the year	$41	
*Average annual salary, Assistants		$744
Decrease for the year	$1	
*Highest salary paid		$1,800
Amount expended on teachers' salaries		$190,464
Amount expended for school houses (sites and buildings)		$43,244
Amount expended for all other purposes		$37,995
Total amount expended on Continuation Schools		$271,703
Increase for the year	$6,615	
Cost per pupil (enrolled attendance)		$49.01
Increase for the year	$5.52	

*These statistics are based on Returns to the Department, dated January, 1914.

c. Night High Schools

Number of Night Schools in 1913-1914		8
Increase for the year	4	
Number of pupils enrolled		1,459
Increase for the year	1,124	
Average daily attendance of pupils		462
Increase for the year	371	
Number of teachers engaged		63
Increase for the year	27	

III. GENERAL

Elementary and Secondary Schools

*Total population of the Province		2,599,800
Pupils enrolled in elementary and secondary schools. 1913		546,030
Increase for the year	17,001	
Average daily attendance		340,399
Increase for the year	16,070	
Percentage of total population enrolled		21
Total expenditure		$15,268,291
Increase for the year	$1,776,182	
Average cost per head of total population in 1913		$5.87

Average Cost per Pupil (enrolled attendance) in all Schools

	1902	1907	1912	1913
Sites and buildings	$0 97	$2 86	$5 90	$6 75
Teachers' salaries	7 63	10 44	14 26	14 98
All other expenses	2 80	4 40	5 34	6 23
For all purposes	$11 40	$17 70	$25 50	$27 96

Average Cost per Pupil (average attendance) in all Schools

	1902	1907	1912	1913
Sites and buildings	$1 70	$4 86	$9 63	$10 83
Teachers' salaries	13 34	17 78	23 26	24 02
All other expenses	4 89	7 50	8 71	10 00
For all purposes	$19 93	$30 14	$41 60	$44 85

*Estimated

COMPARATIVE SCHOOL STATISTICS, 1867-1913

I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In Appendix A, the tables A, B, C, D, and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; the Kindergartens in Table O; and the Night Schools, in Table P.

1. School Population—Attendance

The School population of the Province (as ascertained by the assessors), and the School attendance, are given in the following table:

Year	School age	School population	Pupils enrolled under 5 years of age	Pupils enrolled 5 to 21	Pupils enrolled over 21	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867..	5—16	447,726	.....	*a*380,511	*b*21,132	401,643	213,019	188,624	163,974	40.82
1872..	5—16	495,756	.....	*a*433,664	*b*20,998	454,662	238,848	215,814	188,701	41.50
1877..	5—16	494,804	1,430	488,553	877	490,860	261,070	229,790	217,184	44.25
1882..	5—16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887..	5—21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892..	5—21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897..	5—21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902..	5—21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907..	5—21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1912..	5—21	609,127	471	466,526	*c*25	*c*467,022	*c*239,187	*c*227,835	*c*291,210	62.35
1913..	5—21	629,190	472	479,747	*c*24	*c*480,243	*c*245,436	*c*234,807	*c*305,640	63.64

a 5-16.
b Other ages than 5 to 16.
c Continuation School attendance excluded.
NOTE.—Kindergarten and Night School pupils are not included in above table.

The percentage of average to total attendance increased by 1.29 per cent.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total
1912	227,263 or 48.66% of total	239,759 or 51.33% of total
1913	225,236 or 46.9 % of total	255,007 or 53.1 % of total

2. Classification of Pupils

Year	1st Reader, Part I, or Primer	1st Reader, Part II, or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book	Drawing (Art)
1867	.....	* 79,365	98,184	83,211	68,896	71,987	5,450
1872	.....	*160,828	100,245	96,481	67,440	29,668	57,582
1877	.....	*153,630	108,678	135,824	72,871	19,857	153,036
1882	.....	*165,834	106,229	117,352	71,740	10,357	176,432
1887	115,657	76,704	100,533	108,096	81,984	10,238	375,097
1892	114,932	73,015	96,074	99,345	88,934	13,370	435,239
1897	110,567	70,808	91,330	99,682	89,314	21,076	448,444
1902	107,441	69,062	85,732	90,630	83,738	17,485	434,030
1907	112,552	60,194	84,622	89,371	85,752	15,727	394,735
1912	126,100	67,368	92,728	88,811	85,213	† 6,802	444,975
1913	129,759	69,992	97,418	91,867	84,678	† 6,529	458,931

Year	Geography	Music	Physiology and Hygiene	English History	Canadian History	Composition	Grammar
1867	272,173	47,618	.....	‡61,787	.....	147,412	147,412
1872	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882	280,517	158,694	33,926	‡150,989	.....	209,184	209,184
1887	316,791	203,567	71,525	94,830	114,141	270,856	270.856
1892	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897	342,189	233,915	215,343	114,398	169,627	316,787	316.787
1902	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1912	379,101	349,206	356,223	163,861	207,544	401,692	166,251
1913	400,321	367,555	376,289	174.826	223,714	421,367	161,393

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1912 and 1913:

	Year	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
Rural Schools	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools	1912	62,712	30,293	43,775	42,450	44,049	†3,984	227,263
Rural Schools	1913	62,770	30,484	43,792	42,263	42,460	†3,467	225,236
Urban Schools (cities, towns and incorporated villages)	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1912	63,388	37,075	48,953	46,361	41,164	†2,818	239,759
	1913	66,989	39,508	53,626	49,604	42,218	†3,062	255,007

* In 1st Reader. † Exclusive of Continuation School pupils. ‡ History.

3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st class	2nd class	3rd class	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School	*Normal College or Faculty of Education
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666	.....
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828	.....
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084	.....
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873	.....
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434	.....
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038	.....
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643	.....
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	.....
1907.....	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587	.....
†1912.....	10,757	1,511	9,246	674	6,419	1,804	1,860	6,705	614
†1913.....	11,175	1,600	9,575	795	6,828	1,878	1,674	6,978	729

NOTE.—Kindergarten and Night School teachers are not included in above table.

The number of men engaged in teaching in these schools in 1913 was 14.31 per cent. of the whole; in 1912 the number was 14.04 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found on pages 22 to 25 of this report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, 1912 and 1913:

	Teachers			Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	Other Class
Rural Schools, 1904.....	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907.....	6,038	1,201	4,837	180	1,542	3,079	1,237
†Rural Schools, 1912.....	6,143	894	5,249	165	3,002	1,463	1,513
†Rural Schools, 1913.....	6,166	937	5,229	211	3,107	1,539	1,309
Urban (cities, towns and incorporated villages), 1904	3,580	606	2,974	483	2,248	289	560
Urban, 1907	3,855	582	3,273	535	2,345	373	602
†Urban, 1912	4,614	617	3,997	509	3,417	341	347
†Urban, 1913	5,009	663	4,346	584	3,721	339	365

*For the years previous to 1912 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

†Exclusive of Continuation School teachers.

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.... .	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1912.	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618
1913.	2,300	838	575	1,423	726	1,022	553	802	517	591	524	1,225	647

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 to 24, the average salaries for 1913 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. Also the salaries paid to teachers, according to the grade of certificate held, are given therein and show to what extent the teachers holding the higher grades of certificates command the higher salaries. The average salaries are as follows:

First Class: Male	$1,404;	female,	$657
Second Class: Male	799	"	617
Third Class and District: Male	543	"	483
Temporary: Male	460	"	420

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 26 and 27, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1913 was as follows:

Male teachers, 11.35 years.
Female teachers, 7.11 years.
All teachers, 7.76 years.

5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902..	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907..	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1912..	842,278	9,478,887	3,936,887	14,258,052	6,109,547	2,777,960	167,755	2,218,698	11,273,960	24 14
1913..	778,150	9,856,380	4,025,284	14,659,814	6,648,255	2,869,830	149,167	2,658,655	12,325,907	25 66

As shown above, the increase for the year in the amount paid as teachers' salaries was $538,708. The total expenditure increased by $1,051,947.

The expenditure per pupil of enrolled attendance increased from $24.14 to $25.66, and from $38.71 to $40.32 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance)

	1902	1907	1912	1913
Teachers' salaries	$7.04	$9.79	$13.08	$13.84
Sites and buildings	0.95	2.72	5.95	5.97
All other expenses	2.63	4.34	5.11	5.85
For all purposes	$10.62	$16.85	$24.14	$25.66

Average cost per pupil (average attendance)

	1902	1907	1912	1913
Teachers' salaries	$12.23	$16.47	$20.98	$21.75
Sites and buildings	1.65	4.58	9.54	9.39
All other expenses	4.57	7.30	8.19	9.18
For all purposes	$18.45	$28.35	$38.71	$40.32

The expenditure per pupil (enrolled attendance) for 1913 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns, and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools—Teachers—Pupils			Number of Pupils in the various Branches of Instruction						
	Schools open	Teachers	Pupils	Geography	Composition	Grammar	Drawing (Art)	Physiology and Hygiene	English History	Canadian History
1867	161	210	18,924	8,666	.....	5,688	.....	.....	*2,571	.....
1872	171	254	21,406	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907	449	1,034	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1912	513	1,237	61,297	50,449	53,717	18,837	56,572	47,939	17,429	28,138
1913	507	1,281	63,809	56,157	57,561	21,303	60,292	52,621	18,271	33,152

*History.

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17 01
1913..	40,438	865,340	635,166	1,540,944	497,613	509,979	10,457	337,814	1,355,863	21 25

†Including all expenditure except for Teachers' salaries.

An increase of 2,512 in the enrolment and an increase of $312,639 in the expenditure in 1913 are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from $17.01 to $21.25 over the preceding year. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 419 pupils in 1913. The whole amount expended for their maintenance and permanent improvements was $8,996.37. One teacher held a First Class, five a Second Class, one a Third Class, and three a Temporary certificate.

Complete statistics for these schools will be found on page 120.

IV. CONTINUATION SCHOOLS

The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are named "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Receipts		Expenditure		Total value of Equipment	No. of Pupils	Percentage of average attendance to total attendance	Cost per pupil
						Legislative grant	Total Receipts	Paid for Teachers' Salaries	Total Expenditure				
						$	$	$	$	$			
1897...	27	20	7	....	34	2,700	.....	.....	.....	.....	1,275	.....	.....
1902...	59	46	12	1	73	8,350	.....	.....	.....	.....	1,856	.....	.....
1907...	91	65	24	2	119	25,610	.....	73,325	.....	26,345	3,993	.....	.....
1912...	138	54	73	11	226	64,081	295,261	202,875	265,087	75,556	6,094	61.97	$43.49
1913...	*125	41	75	9	218	66,258	308,131	190,464	271,703	70,755	5,544	61.07	$49.01

*Thirteen Continuation Schools were by legislation made High Schools in 1913.

Statistics in detail for 1913 in reference to these Continuation Schools will be found on pages 58 to 81 of this Report.

V. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following tables give comparative statistics respecting Collegiate Institutes and High Schools from 1867 to 1913 inclusive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance	Cost per pupil
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and building school houses	Total expenditure			
			$	$	$	$	$	$			$ c.
1867....	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55	21 86
1872....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56	26 34
1877....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56	37 26
1882....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53	27 50
1887....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892 ..	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1912....	148	917	209,956	145,685	2,414,128	1,232,537	327,982	1,953,061	32,273	62.80	60 51
1913....	161	970	249,315	149,694	3,378,136	1,339,372	772,404	2,670,681	33,746	63.55	79 14

*Expenses for repairs, etc., included.

As shown above, the amount of the Legislative grants to these schools increased in 1913 by $39,359.

The expenditure per pupil of enrolled attendance increased from $60.51 to $79.14 over the preceding year, and the total expenditure increased by $717,620.

There was an increase of 1,473 in the enrolment.

Average cost per pupil (enrolled attendance) per year

	1902	1907	1912	1913
	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	22 37	25 84	38 19	39 69
Sites and buildings	1 81	6 39	10 16	22 89
All other expenses	7 27	7 78	12 16	16 56
For all purposes	31 45	40 01	60 51	79 14

Average cost per pupil (average attendance) per year

	1902	1907	1912	1913
	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	37 93	42 40	60 81	62 45
Sites and buildings	3 07	10 49	16 18	36 01
All other purposes	12 34	12 76	19 37	26 06
For all purposes	53 34	65 65	96 36	124 52

2. Classification of Pupils, etc.

Year	English						Mathematics			
	English Grammar	English Composition	Poetical Literature	Geography	Canadian History	British History	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry
1867.....	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141
1872.....	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174
1877.....	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359
1882.....	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397
1887.....	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017
1892.....	22,530	22,535	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154
1897.....	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902.....	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907.....	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1912.....	22,943	31,047	*31,179	21,733	24,463	23,673	23,858	28,947	25,252	1,954
1913.....	23,300	32,478	*32,455	22,804	25,747	24,007	24,076	30,300	23,847	2,120

* English Literature. † History.

2. Classification of Pupils, etc.—Continued

Year	Languages				Science		
	Latin	Greek	French	German	Physics	Chemistry	Botany
1867	5,171	802	2,164	.....	1,876	840	.....
1872	3,860	900	2,828	341	1,921	1,151	.....
1877	4,955	871	3,091	442	2,168	2,547	.....
1882	4,591	815	5,363	962	2,880	2,522	.....
1887	5,409	997	6,180	1,350	5,265	3,411	4,640
1892	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902	18,884	631	13,595	3,280	12,758	5,860	9,051
1907	20,511	677	17,310	3,835	23,421	15,064	15,572
1912	23,508	611	21,009	4,911	24,984	16,418	17,070
1913	24,320	602	22,806	5,042	26,656	16,581	17,286

2. Classification of Pupils, etc.—Continued

Year	Drawing (Art)	Bookkeeping	Destination of Pupils			Number of schools charging fees	Number of free schools
			Mercantile life	Agriculture	Teaching		
1867	676	1,283	.....	.....	.....	67	36
1872	2,176	3,127	486	300	.....	28	76
1877	2,755	3,621	555	328	.....	35	69
1882	3,441	5,642	881	646	.....	37	67
1887	14,295	14,064	1,141	882	.....	58	54
1892	16,980	16,700	1,111	1,006	1,527	77	51
1897	12,252	11,647	1,368	1,153	2,056	87	43
1902	10,721	11,334	1,573	743	1,238	82	52
1907	15,365	13,468	1,982	803	1,436	81	62
1912	17,387	16,533	2,178	855	1,490	82	66
1913	17,733	15,023	1,925	777	1,530	86	75

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1913, will be found on pages 82 to 119 of this Report.

VI. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-seven years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1912	83	*9,913	10,757	3,800 00	2,100 78	1,961 10	22,120 70	1,359 24	10,120 89
1913	86	*10,902	11,175	4,950 00	3,081 84	2,646 85	27,251 86	1,951 08	12,602 40

See pages 128 to 131 for details for 1913.

*Registered attendance of members.

VII. DEPARTMENTAL EXAMINATIONS, Etc.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1914

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907.....	*35	428	*38	979
1912.....	*69	969	*38	914
1913.....	*70	1,186	*38	959
1914.....	*71	1,135	*38	978

*Including those engaged in both a Normal and a Normal Model School.

2. High School Entrance Examinations, 1877-1914

Year	No. of Candidates examined	No. of Candidates who passed
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1907.....	22,144	15,430
1912.....	22,679	13,977
1913.....	22,213	14,218
1914.....	23,877	16,977

3. Departmental Academic Examinations, 1914

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on appeal	Total number passed	Percentage
Senior High School Entrance..	80	32	0	0	32	40.00
Senior Public School Graduation	43	13	0	0	13	30.23
Lower School	4,870	2,453	43	4	2,457	50.45
Model Entrance	178	104	8	0	104	58.42
MiddleSchool(NormalEntrance)	3,602	2,104	45	6	2,110	58.57
Upper School, Part I.....	549	428	8	0	428	77.95
Upper School, Part II.....	459	360	12	0	360	78.43
Junior Matriculation.....	3,006	*2,032	50	4	2,036	67.73
Supplemental Matriculation...	356	49	18	0	49	13.76
Totals	13,143	7,575	176	14	7,589	52.83

Number of Honour Matriculation Candidates	531
Number of Scholarship Matriculation Candidates.....	101

*Obtained either complete or partial Junior Matriculation.

APPENDICES

APPENDIX A—STATISTICAL TABLES

THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

Rural Schools	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant	3,887	2	3,271	....	3,273	1,691	1,582	2,054	63
2 Bruce	8,241	9	6,022	....	6,031	3,165	2,866	3,773	63
3 Carleton	7,228	25	5,167	2	5,194	2,720	2,474	2,919	56
4 Dufferin	3,565	22	2,855	....	2,877	1,541	1,336	1,605	56
5 Dundas	3,483	13	2,837	....	2,850	1,538	1,312	1,835	64
6 Elgin	5,526	5	4,270	....	4,275	2,223	2,052	2,558	60
7 Essex	12,389	3	5,582	....	5,585	2,857	2,728	3,059	55
8 Frontenac	5,589	34	4,487	1	4,522	2,346	2,176	2,162	48
9 Glengarry	3,938	5	3,206	....	3,211	1,723	1,488	1,688	53
10 Grey	11,298	11	8,152	2	8,165	4,286	3,879	4,710	58
11 Haldimand	3,858	....	2,588	....	2,588	1,388	1,200	1,698	66
12 Haliburton	1,909	1	1,613	....	1,614	827	787	764	47
13 Halton	3,101	2	2,278	....	2,280	1,192	1,088	1,328	58
14 Hastings	8,454	23	6,833	....	6,856	3,464	3,392	3,805	55
15 Huron	9,287	....	6,479	1	6,480	3,405	3,075	4,095	63
16 Kent	9,151	19	6,475	....	6,494	3,400	3,094	3,570	55
17 Lambton	8,088	7	5,809	1	5,817	3,089	2,728	3,652	63
18 Lanark	4,272	1	3,119	....	3,120	1,578	1,542	1,948	62
19 Leeds and Grenville	7,505	9	6,156	....	6,165	3,143	3,022	3,514	57
20 Lennox and Addington	4,337	35	3,336	....	3,371	1,709	1,662	1,840	55
21 Lincoln	3,967	3	3,122	....	3,125	1,624	1,501	1,651	53
22 Middlesex	9,134	5	6,476	2	6,483	3,344	3,139	4,881	75
23 Norfolk	4,593	12	3,883	....	3,895	2,071	1,824	2,276	58
24 Northumberland & Durham	8,665	7	6,768	....	6,775	3,514	3,261	3,912	58
25 Ontario	6,792	5	5,176	....	5,181	2,716	2,465	2,972	57
26 Oxford	7,007	7	5,165	....	5,172	2,742	2,430	3,266	63
27 Peel	3,871	5	2,877	....	2,882	1,511	1,371	1,701	59
28 Perth	7,068	1	4,667	....	4,668	2,462	2,206	3,039	65
29 Peterborough	4,674	14	3,473	....	3,487	1,734	1,753	1,877	54
30 Prescott and Russell	11,671	20	3,461	....	3,481	1,836	1,645	1,938	56
31 Prince Edward	2,657	2	2,283	....	2,285	1,175	1,110	1,283	56
32 Renfrew	10,441	25	6,461	2	6,488	3,264	3,224	3,379	52
33 Simcoe	12,217	10	9,173	....	9,183	4,616	4,567	5,105	56
34 Stormont	4,428	2	2,861	....	2,863	1,475	1,388	1,637	57
35 Victoria	4,830	18	3,729	....	3,747	1,928	1,819	2,195	59
36 Waterloo	5,832	2	3,915	....	3,917	2,102	1,815	2,580	66
37 Welland	5,129	7	3,923	....	3,930	2,123	1,807	2,172	55
38 Wellington	7,152	6	4,794	....	4,800	2,548	2,252	2,983	62
39 Wentworth	5,815	4	4,583	....	4,587	2,343	2,244	2,530	55
40 York	14,421	7	10,773	....	10,780	5,675	5,105	6,229	58
41 Algoma	3,715	15	2,775	1	2,791	1,449	1,342	1,372	49
42 Kenora	459	....	330	....	330	155	175	140	42
43 Manitoulin	2,308	3	1,729	....	1,732	877	855	924	53
44 Muskoka	3,902	8	3,201	....	3,209	1,718	1,491	1,637	51
45 Nipissing	2,901	3	1,563	....	1,566	781	785	784	50
46 Parry Sound	4,867	11	3,778	....	3,789	1,920	1,869	1,746	46
47 Rainy River	1,246	4	1,037	....	1,041	524	517	457	44
48 Sudbury	3,751	9	2,238	....	2,247	1,160	1,087	1,057	47
49 Timiskaming	2,691	11	2,118	....	2,129	1,098	1,031	910	43
50 Thunder Bay, etc	1,899	2	1,695	....	1,697	879	818	763	45
Totals	293,209	454	208,562	12	209,028	108,649	100,379	119,973	57.39

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Cities	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville	2,634	....	1,637	....	1,637	837	800	1,103	67
2 Berlin	6,203	....	2,106	....	2,106	1,079	1,027	1,555	74
3 Brantford	6,459	....	3,710	....	3,710	1,868	1,842	2,551	69
4 Chatham	2,234	....	1,795	....	1,795	861	934	1,168	65
5 Fort William	6,143	....	2,150	....	2,150	1,080	1,070	1,477	69
6 Guelph	4,129	....	2,019	6	2,025	989	1,036	1,495	74
7 Hamilton	22,269	....	12,514	....	12,514	6,366	6,148	8,864	71
8 Kingston	5,940	....	2,649	....	2,649	1,353	1,296	1,913	72
9 London	9,789	1	7,697	1	7,699	3,908	3,791	5,318	69
10 Niagara Falls	2,046	....	1,578	....	1,578	833	745	998	63
11 Ottawa	25,617	1	8,170	....	8,171	3,989	4,182	5,754	70
12 Peterborough	5,038	....	2,592	....	2,592	1,326	1,266	1,843	71
13 Port Arthur	3,274	....	1,906	....	1,906	930	976	1,321	69
14 St. Catharines	4,627	....	2,018	....	2,018	1,006	1,012	1,436	71
15 St. Thomas	3,610	....	2,321	....	2,321	1,186	1,135	1,615	70
16 Sault Ste. Marie	2,296	....	1,775	1	1,776	946	830	1,123	63
17 Stratford	3,737	....	2,027	....	2,027	1,056	971	1,489	73
18 Toronto	74,708	....	54,657	2	54,659	27,661	26,998	39,149	72
19 Windsor	5,789	....	2,552	....	2,552	1,249	1,303	1,757	69
20 Woodstock	1,751	....	1,520	....	1,520	739	781	1,023	67
Totals	198,293	2	117,393	10	117,405	59,262	58,143	82,952	70.65
Towns									
1 Alexandria	856	....	80	....	80	35	45	52	65
2 Alliston	298	....	254	....	254	118	136	190	75
3 Almonte	654	....	295	....	295	148	147	213	72
4 Amherstburg	532	....	247	....	247	116	131	163	66
5 Arnprior	1,181	....	552	....	552	315	237	402	73
6 Aurora	582	....	387	....	387	194	193	287	74
7 Aylmer	500	....	377	....	377	204	173	267	71
8 Barrie	1,498	....	1,115	....	1,115	521	594	774	69
9 Blenheim	337	....	309	....	309	157	152	183	59
10 Blind River	650	....	224	....	224	91	133	114	51
11 Bonfield	220	....	36	....	36	17	19	16	44
12 Bothwell	161	....	114	....	114	58	56	74	65
13 Bowmanville	697	....	556	....	556	273	283	359	65
14 Bracebridge	987	....	655	....	655	291	364	414	63
15 Brampton	742	....	584	....	584	298	286	443	76
16 Brockville	2,378	....	1,351	....	1,351	697	654	968	72
17 Bruce Mines	234	....	204	....	204	104	100	103	50
18 Cache Bay	365	....	128	....	128	53	75	79	62
19 Campbellford	830	....	584	....	584	285	299	422	72
20 Carleton Place	985	....	728	....	728	360	368	511	70
21 Chesley	607	....	371	....	371	159	212	244	66
22 Clinton	560	....	406	....	406	205	201	308	76
23 Cobalt	1,072	....	829	....	829	416	413	442	53
24 Cobourg	1,081	....	569	....	569	296	273	391	69
25 Cochrane	600	....	289	....	289	151	138	147	51
26 Collingwood	1,461	....	1,195	....	1,195	598	597	779	65
27 Copper Cliff	836	....	541	....	541	283	258	368	68
28 Cornwall	1,931	....	632	....	632	323	309	474	75
29 Deseronto	650	....	517	....	517	267	250	338	65
30 Dresden	379	....	296	....	296	153	143	201	68
31 Dryden	260	....	232	....	232	112	120	131	56
32 Dundas	1,038	....	760	....	760	368	392	547	72

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Towns—Continued	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
33 Dunnville	658	....	497	....	497	249	248	295	59
34 Durham	425	....	298	....	298	128	170	203	68
35 Eastview	1,668	....	280	....	280	135	145	152	54
36 Englehart	191	....	179	....	179	100	79	109	61
37 Essex	361	....	302	....	302	155	147	199	66
38 Forest	355	....	264	....	264	129	135	182	69
39 Fort Frances	402	....	296	....	296	145	151	166	56
40 Galt	2,636	....	1,620	....	1,620	822	798	1,207	74
41 Gananoque	984	....	814	....	814	401	413	571	70
42 Goderich	1,121	....	643	....	643	319	324	479	74
43 Gore Bay	270	....	209	....	209	102	107	137	66
44 Gravenhurst	485	....	428	....	428	217	211	275	64
45 Haileybury	1,127	....	554	....	554	294	260	358	65
46 Hanover	755	....	450	1	451	223	228	364	81
47 Harriston	359	....	271	....	271	132	139	178	66
48 Hawkesbury	1,575	....	167	....	167	74	93	125	75
49 Hespeler	842	....	543	....	543	280	263	375	69
50 Huntsville	608	....	556	....	556	282	274	340	61
51 Ingersoll	1,496	....	768	....	768	413	355	538	70
52 Kearney	140	4	110	....	114	58	56	49	43
53 Keewatin	350	....	259	....	259	134	125	166	64
54 Kenora	1,444	1	897	....	898	431	467	631	70
55 Kincardine	497	....	337	....	337	158	179	246	73
56 Kingsville	500	....	375	....	375	204	171	250	67
57 Latchford	140	....	84	....	84	47	37	49	58
58 Leamington	629	....	579	....	579	304	275	353	61
59 Lindsay	1,752	....	962	....	962	520	442	703	73
60 Listowel	572	....	415	....	415	217	198	304	73
61 Little Current	397	....	369	....	369	186	183	175	47
62 Massey	237	....	169	....	169	98	71	101	60
63 Matheson	102	....	110	....	110	69	41	44	40
64 Mattawa	536	....	74	....	74	38	36	36	49
65 Meaford	650	....	514	....	514	253	261	357	69
66 Midland	2,100	....	1,325	....	1,325	646	679	909	69
67 Milton	545	....	401	....	401	195	206	249	62
68 Mitchell	397	....	269	....	269	138	131	201	75
69 Mount Forest	437	....	277	....	277	134	143	196	71
70 Napanee	669	....	561	....	561	263	298	369	66
71 New Liskeard	529	....	487	....	487	229	258	311	64
72 Newmarket	749	....	577	....	577	292	285	368	64
73 Niagara	325	....	222	....	222	107	115	135	61
74 North Bay	2,271	....	1,115	....	1,115	574	541	802	72
75 Oakville	480	....	464	....	464	225	239	300	65
76 Orangeville	606	....	420	....	420	218	202	307	73
77 Orillia	2,293	....	1,434	....	1,434	697	737	949	66
78 Oshawa	1,914	....	1,374	....	1,374	679	695	950	69
79 Owen Sound	3,345	....	2,054	....	2,054	1,035	1,019	1,580	77
80 Palmerston	460	....	363	....	363	174	189	227	63
81 Paris	1,006	....	576	....	576	279	297	416	72
82 Parkhill	229	....	164	....	164	78	86	127	77
83 Parry Sound	998	....	899	....	899	437	462	585	65
84 Pembroke	2,249	....	719	....	719	373	346	522	73
85*Penetanguishene	1,244	....	790	....	790	396	394	524	66
86 Perth	872	....	408	....	408	202	206	308	75
87 Petrolea	945	....	757	....	757	388	369	525	69
88 Picton	565	....	465	....	465	245	220	302	65

*Including Protestant Separate School.

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

Towns—Concluded	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
89 Port Hope	1,067	....	743	....	743	351	392	545	73
90 Powassan	243	....	220	....	220	108	112	143	65
91 Prescott	635	....	348	....	348	178	170	248	71
92 Preston	997	....	651	....	651	314	337	462	71
93 Rainy River	431	....	291	....	291	133	158	154	53
94 Renfrew	1,176	....	482	....	482	248	234	335	69
95 Ridgetown	410	....	371	....	371	178	193	244	66
96 Rockland	930	....	72	....	72	43	29	45	62
97 St. Mary's	902	....	557	....	557	283	274	367	66
98 Sandwich	660	....	241	....	241	128	113	142	59
99 Sarnia	2,104	....	1,631	1	1,632	801	831	1,143	70
100 Seaforth	431	....	304	....	304	153	151	206	68
101 Simcoe	903	....	700	....	700	353	347	472	67
102 Sioux Lookout	125	....	104	....	104	48	56	44	42
103 Smith's Falls	1,480	....	1,315	....	1,315	639	676	967	74
104 Southampton	422	....	361	....	361	199	162	253	70
105 Stayner	280	....	222	....	222	106	116	145	65
106 Steelton	1,372	....	821	....	821	438	383	502	61
107 Strathroy	758	....	529	....	529	272	257	381	72
108 Sturgeon Falls	780	....	245	....	245	119	126	138	56
109 Sudbury	1,051	....	565	....	565	285	280	339	60
110 Thessalon	479	....	384	....	384	187	197	219	57
111 Thornbury	174	....	154	....	154	72	82	108	70
112 Thorold	496	3	438	....	441	231	210	228	52
113 Tilbury	480	....	154	....	154	73	81	96	62
114 Tillsonburg	585	....	574	....	574	294	280	351	61
115 Timmins	106	7	140	....	147	75	72	56	38
116 Trenton	894	....	596	....	596	325	271	425	71
117 Trout Creek	121	....	102	....	102	58	44	64	63
118 Uxbridge	441	....	226	....	226	116	110	181	80
119 Vankleek Hill	449	....	159	....	159	89	70	111	70
120 Walkerton	650	....	272	....	272	146	126	210	77
121 Walkerville	1,215	....	533	....	533	262	271	388	73
122 Wallaceburg	1,596	....	632	....	632	307	325	440	70
123 Waterloo	1,142	....	600	....	600	318	282	400	67
124 Webbwood	170	....	153	....	153	72	81	90	59
125 Welland	1,262	....	1,051	....	1,051	567	484	653	62
126 Whitby	623	....	381	....	381	208	173	231	61
127 Wiarton	760	....	469	....	469	229	240	341	73
128 Wingham	517	....	382	....	382	184	198	261	68
Totals	103,975	15	64,104	2	64,121	32,177	31,944	43,411	67.70
Totals									
1 Rural Schools	293,209	454	208,562	12	209,028	108,649	100,379	119,973	57.39
2 Cities	198,293	2	117,393	10	117,405	59,262	58,143	82,952	70.65
3 Towns	103,975	15	64,104	2	64,121	32,177	31,944	43,411	67.70
4 Villages	33,713	1	25,879	....	25,880	12,998	12,882	17,194	66.43
5 Grand Totals, 1913	629,190	472	415,938	24	416,434	213,086	203,348	263,530	63.28
6 Grand Totals, 1912	609,127	471	405,229	25	405,725	208,061	197,664	251,475	61.98
7 Increases	20,063	1	10,709	....	10,709	5,025	5,684	12,055	1.30
8 Decrease	.....	....	.....	1	.....	.....	.....	.....	.....
9 Percentages	.....	.11	99.88	....	.....	51.16	48.83	63.28	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Brant	782	451	603	716	685	36
2 Bruce	1,484	783	1,174	1,108	1,380	102
3 Carleton	1,536	634	1,007	919	1,076	22
4 Dufferin	693	337	500	630	688	29
5 Dundas	701	302	554	596	644	53
6 Elgin	950	518	851	867	941	148
7 Essex	1,659	973	1,196	979	769	9
8 Frontenac	1,334	570	840	795	962	21
9 Glengarry	1,157	419	699	526	394	16
10 Grey	2,028	1,013	1,477	1,813	1,696	138
11 Haldimand	606	357	501	465	629	30
12 Haliburton	557	233	312	299	190	23
13 Halton	606	261	389	443	562	19
14 Hastings	2,095	946	1,459	1,226	1,023	107
15 Huron	1,293	754	1,258	1,391	1,557	227
16 Kent	1,723	888	1,423	1,107	1,179	174
17 Lambton	1,289	846	1,024	1,253	1,263	142
18 Lanark	826	390	613	616	645	30
19 Leeds and Grenville	1,546	767	1,067	1,139	1,566	80
20 Lennox and Addington	908	469	645	557	750	42
21 Lincoln	884	365	536	640	653	47
22 Middlesex	1,316	920	1,347	1,283	1,408	209
23 Norfolk	1,014	484	996	747	600	54
24 Northumberland and Durham	1,489	811	1,555	1,526	1,289	105
25 Ontario	1,271	669	937	992	1,217	95
26 Oxford	1,266	602	903	941	1,356	104
27 Peel	699	355	559	548	696	25
28 Perth	927	586	794	1,186	1,062	113
29 Peterborough	1,083	466	729	651	525	33
30 Prescott and Russell	1,141	515	521	557	686	61
31 Prince Edward	597	302	364	474	491	57
32 Renfrew	2,193	893	1,275	1,036	1,038	53
33 Simcoe	2,436	1,182	1,901	1,648	1,895	121
34 Stormont	761	349	620	508	593	32
35 Victoria	912	509	745	793	705	83
36 Waterloo	957	474	924	920	608	34
37 Welland	1,096	520	690	774	812	38
38 Wellington	1,041	599	909	1,024	1,090	137
39 Wentworth	1,211	618	898	856	887	117
40 York	3,405	1,629	2,305	1,892	1,462	87
41 Algoma	1,025	355	529	444	396	42
42 Kenora	104	69	67	47	42	1
43 Manitoulin	550	202	305	306	364	5
44 Muskoka	1,046	361	604	620	535	43
45 Nipissing	647	267	272	216	151	13
46 Parry Sound	1,334	567	647	639	537	65
47 Rainy River	331	145	198	178	165	24
48 Sudbury	998	373	384	294	196	2
49 Timiskaming	915	339	383	285	201	6
50 Thunder Bay, etc	611	275	319	287	187	18
Totals	57,033	27,712	40,808	39,757	40,446	3,272

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	3,169	2,480	2,378	2,781	2,870	796	1,444	1,502
2	5,632	4,729	4,144	4,792	4,688	2,299	2,492	2,940
3	4,995	4,093	2,883	4,444	4,361	1,374	2,921	3,218
4	2,601	2,139	1,586	2,315	2,307	1,164	1,165	1,385
5	2,710	2,299	1,719	2,410	2,390	1,084	1,483	1,602
6	4,123	3,684	2,991	3,741	3,779	1,584	2,089	2,290
7	5,144	3,286	2,446	4,104	4,136	1,798	1,120	1,819
8	4,502	3,329	2,320	3,453	3,525	1,297	1,678	1,956
9	3,002	2,248	1,713	2,436	2,507	651	1,159	1,232
10	7,481	6,527	4,325	6,781	6,646	2,545	3,651	4,170
11	2,398	1,952	1,760	2,109	2,188	1,140	1,162	1,281
12	1,084	885	263	1,058	1,126	585	506	585
13	2,170	1,682	1,557	1,976	1,879	997	806	998
14	6,341	5,362	5,470	5,909	5,724	1,378	2,361	2,918
15	5,822	5,064	3,951	5,453	5,302	2,815	2,613	3,281
16	6,239	4,750	3,720	5,265	5,486	2,096	2,594	2,870
17	5,366	3,842	3,426	5,000	5,292	1,513	2,587	4,351
18	3,003	2,257	1,439	2,568	2,325	1,118	1,212	1,356
19	5,610	4,337	3,530	4,545	4,432	2,482	2,602	3,026
20	3,243	2,816	1,526	2,771	2,894	1,127	1,502	1,608
21	2,780	2,192	1,865	2,357	2,268	1,385	1,093	1,483
22	6,314	5,455	4,750	5,834	5,884	2,289	3,125	3,347
23	3,794	3,171	2,520	3,379	3,430	722	2,077	2,243
24	6,284	5,108	3,204	5,737	5,468	2,822	2,530	2,688
25	5,118	3,425	3,242	3,828	4,467	2,117	2,363	2,444
26	4,973	4,388	2,523	4,718	4,753	1,717	2,516	2,663
27	2,693	2,129	1,715	2,331	2,313	952	1,163	1,367
28	4,426	3,911	4,573	4,096	4,085	2,048	1,855	2,381
29	3,145	2,534	1,960	2,613	2,684	962	1,457	1,670
30	3,334	2,518	2,496	2,642	2,790	864	1,414	1,790
31	2,240	1,781	1,329	1,831	1,783	886	1,058	1,172
32	6,124	5,723	2,862	5,899	5,842	1,350	2,864	3,156
33	8,827	7,533	5,947	7,955	7,593	3,310	3,909	4,439
34	2,682	2,074	1,334	2,145	2,226	1,055	1,325	1,426
35	3,671	3,046	1,953	3,410	3,336	926	1,625	1,866
36	3,884	3,056	3,768	3,858	3,906	1,261	1,152	1,497
37	3,720	2,837	2,524	3,134	2,874	1,390	1,378	1,796
38	4,352	3,606	3,342	4,087	3,974	2,212	1,683	2,276
39	4,326	2,997	3,180	3,558	3,524	1,936	1,726	1,977
40	10,222	8,115	8,749	8,078	8,016	3,547	4,325	4,713
41	2,341	1,918	1,227	2,063	1,876	855	744	861
42	330	330	193	189	189	90	89	89
43	1,571	1,092	644	1,242	1,351	534	529	737
44	2,691	2,044	1,678	2,233	2,269	1,214	1,127	1,277
45	1,203	863	375	794	843	372	405	526
46	3,421	2,262	1,572	2,625	2,840	970	1,387	1,613
47	841	579	431	680	711	433	323	417
48	1,891	1,298	908	1,510	1,523	513	490	768
49	1,667	1,203	1,177	1,466	1,411	325	426	581
50	1,682	1,448	1,272	1,229	1,119	464	544	589
	195,182	156,397	126,460	169,432	169,205	69,364	83,849	98,240

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant	2,077	2,874	3,064	93	33
2 Bruce	3,926	4,424	4,873	627	71
3 Carleton	4,051	4,520	5,038	21	14
4 Dufferin	1,921	2,276	2,514	36	22
5 Dundas	1,892	2,440	2,349	69	45
6 Elgin	3,402	3,801	4,020	441	182
7 Essex	4,554	4,265	4,490	76	7
8 Frontenac	3,662	4,116	3,862	45	21
9 Glengarry	1,900	2,825	2,193	26	16
10 Grey	5,804	6,721	5,985	183	121
11 Haldimand	1,907	2,487	2,582	46	23
12 Haliburton	621	593	265	17	21
13 Halton	1,525	2,131	2,036	21	15
14 Hastings	5,249	6,155	6,085	385	92
15 Huron	4,233	5,556	5,694	170	194
16 Kent	4,503	5,606	6,116	241	173
17 Lambton	4,540	5,612	5,714	113	115
18 Lanark	2,043	2,410	2,440	31	23
19 Leeds and Grenville	3,660	4,769	4,839	29	31
20 Lennox and Addington	2,502	3,045	2,847	33	22
21 Lincoln	1,812	2,532	2,543	118	4
22 Middlesex	4,896	5,954	6,172	467	213
23 Norfolk	3,167	3,534	3,453	62	46
24 Northumberland and Durham	4,309	5,746	5,140	72	62
25 Ontario	2,977	4,912	5,094	97	76
26 Oxford	4,328	4,881	4,660	147	95
27 Peel	1,998	2,492	2,364	32	21
28 Perth	3,350	4,102	4,397	95	93
29 Peterborough	2,403	2,869	2,403	39	28
30 Prescott and Russell	2,177	2,788	2,206	61	61
31 Prince Edward	1,585	1,893	1,457	56	42
32 Renfrew	5,515	5,786	6,156	54	46
33 Simcoe	6,167	8,107	7,320	136	105
34 Stormont	1,809	2,420	2,776	47	25
35 Victoria	2,996	3,276	2,446	272	70
36 Waterloo	2,756	3,576	3,735	33	32
37 Welland	2,576	3,417	3,169	60	35
38 Wellington	3,494	4,137	4,168	132	123
39 Wentworth	2,433	3,668	3,772	113	113
40 York	7,109	9,656	10,116	87	87
41 Algoma	1,448	2,214	1,982	33	42
42 Kenora	330	330	330	.....	.....
43 Manitoulin	1,008	1,374	1,074	8	4
44 Muskoka	1,856	2,183	1,079	75	45
45 Nipissing	757	741	618	14	9
46 Parry Sound	2,016	2,831	2,838	65	53
47 Rainy River	682	704	589	25	25
48 Sudbury	1,215	1,633	1,406	25	2
49 Timiskaming	1,199	1,590	1,546	5	3
50 Thunder Bay, etc	1,477	1,484	1,602	33	16
Totals	143,817	177,456	173,617	5,166	2,817

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	31	26	11	8	.....	.....	.....	17	3	221	207	27
2	55	46	19	1	.....	6	.....	21	12	158	248	45
3	11	5	.....	.....	.....	.....	.....	.....	.....	232	.....	....
4	20	18	10	1	3	.....	.....	.....	.....	.....	.....	....
5	45	45	23	1	21	.....	.....	34	9	370	181	....
6	135	135	13	.....	1	.....	.....	76	69	1,335	733	30
7	4	2	.....	.....	743	.....	.....	2	1	108	.....	....
8	17	13	8	2	2	.....	.....	2	.....	67	.....	....
9	14	14	1	1	150	.....	.....	8	4	222	42	....
10	115	90	49	3	23	4	.....	59	28	311	141	....
11	22	20	20	.....	3	.....	.....	.....	.....	26	1	....
12	22	23	3	1	2	.....	.....	.....	.....	.....	.....	....
13	15	10	3	1	1	.....	.....	5	1	206	104	....
14	86	53	8	1	.....	.....	.....	24	4	566	57	26
15	189	144	38	2	3	.....	.....	73	30	358	278	43
16	152	143	19	3	233	4	.....	117	40	1,491	1,008	131
17	116	101	39	30	.....	.....	.....	45	48	28	.....	....
18	23	17	11	7	.....	.....	.....	10	8	571	115	1
19	31	25	21	3	.....	.....	.....	.....	.....	22	.....	....
20	22	19	7	.....	1	.....	.....	.....	.....	.....	.....	....
21	4	4	.....	.....	.....	.....	.....	34	5	232	20	....
22	186	176	14	4	2	.....	.....	154	58	1,832	1,837	260
23	42	30	11	6	.....	.....	.....	20	9	428	363	....
24	67	52	33	3	17	2	2	17	11	312	230	17
25	74	67	4	1	.....	.....	.....	49	34	101	91	....
26	91	88	18	1	.....	1	.....	51	34	324	96	47
27	16	16	3	1	.....	.....	.....	7	.....	.....	.....	....
28	91	91	52	.....	1	5	.....	45	3	298	146	....
29	26	24	6	.....	.....	.....	.....	.....	.....	.....	69	....
30	61	61	.....	49	1,087	.....	.....	49	.....	155	382	....
31	32	18	17	3	2	.....	.....	12	6	226	85	27
32	44	44	3	1	1	1	.....	.....	.....	88	.....	....
33	102	85	19	2	287	.....	.....	33	21	111	24	....
34	25	23	10	.....	.....	.....	.....	6	.....	46	.....	....
35	66	57	.....	4	.....	.....	.....	14	17	55	25	....
36	32	19	12	1	.....	.....	18	20	18	233	170	....
37	35	26	3	.....	.....	.....	.....	6	3	193	388	....
38	122	88	58	3	8	1	.....	30	15	259	251	41
39	113	100	90	59	29	.....	.....	95	45	694	55	59
40	87	85	2	.....	1	.....	.....	82	85	453	1,009	....
41	36	25	3	.....	1	.....	.....	9	17	702	320	....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
43	4	4	3	3	.....	.....	.....	.....	.....	15	.....	....
44	36	11	.....	.....	.....	3	.....	15	2	72	164	41
45	9	9	1	1	435	.....	.....	3	.....	.....	71	....
46	53	50	4	.....	.....	.....	.....	30	20	205	197	....
47	22	19	2	.....	.....	.....	.....	13	5	293	.....	....
48	2	2	.....	.....	642	.....	.....	.....	.....	15	291	41
49	3	2	2	1	.....	.....	.....	.....	82	233	261	....
50	16	14	6	2	2	.....	.....	14	4	.....	.....	....
	2,622	2,239	679	210	3,701	27	20	1,301	751	13,867	9,660	836

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Belleville	432	268	319	314	304	.....
2 Berlin	377	336	608	472	313	.....
3 Brantford	1,359	582	678	762	329	.....
4 Chatham	454	326	471	306	238	.....
5 Fort William	667	377	348	447	311	.....
6 Guelph	465	205	422	505	315	113
7 Hamilton	2,737	2,006	2,928	2,444	1,994	405
8 Kingston	635	372	373	687	582	.....
9 London	1,595	1,038	1,995	1,554	1,517	.....
10 Niagara Falls	536	204	299	246	293	.....
11 Ottawa	1,779	1,237	1,559	1,632	1,549	415
12 Peterborough	722	376	580	480	434	.....
13 Port Arthur	570	333	410	322	271	.....
14 St. Catharines	554	264	335	449	416	.....
15 St. Thomas	679	378	493	443	328	.....
16 Sault Ste. Marie	591	381	229	343	232	.....
17 Stratford	490	272	323	506	436	.....
18 Toronto	12,119	7,536	12,889	12,006	9,347	762
19 Windsor	1,052	421	339	512	228	.....
20 Woodstock	488	186	217	302	327	.....
Totals	28,301	17,098	25,815	24,732	19,764	1,695
Towns						
1 Alexandria	27	6	12	13	22	.....
2 Alliston	69	45	52	41	47	.....
3 Almonte	53	53	75	56	58	.....
4 Amherstburg	104	35	43	42	23	.....
5 Arnprior	138	91	112	112	99	.....
6 Aurora	94	53	84	90	66	.....
7 Aylmer	87	59	73	51	107	.....
8 Barrie	283	154	259	214	205	.....
9 Blenheim	89	34	85	42	59	.....
10 Blind River	61	60	40	39	24	.....
11 Bonfield	12	4	8	6	6	.....
12 Bothwell	41	15	25	19	14	.....
13 Bowmanville	139	88	110	102	117	.....
14 Bracebridge	211	90	109	163	82	.....
15 Brampton	122	107	137	117	101	.....
16 Brockville	403	217	188	292	251	.....
17 Bruce Mines	67	30	37	43	27	.....
18 Cache Bay	58	20	10	20	16	4
19 Campbellford	183	111	88	89	113	.....
20 Carleton Place	194	87	105	164	178	.....
21 Chesley	81	75	90	65	60	.....
22 Clinton	105	48	59	85	109	.....
23 Cobalt	358	143	149	91	88	.....
24 Cobourg	86	101	145	97	140	.....
25 Cochrane	158	38	45	19	29	.....
26 Collingwood	253	186	235	285	236	.....
27 Copper Cliff	282	82	84	47	46	.....
28 Cornwall	172	62	116	139	143	.....
29 Deseronto	179	67	103	104	64	.....
30 Dresden	82	68	46	47	53	.....
31 Dryden	48	30	78	37	21	18
32 Dundas	225	104	147	152	132	.....
33 Dunnville	198	55	56	92	96	.....
34 Durham	99	40	55	45	59	.....
35 Eastview	163	27	38	31	21	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	1,637	1,205	1,637	1,205	1,637	304	226	353
2	2,106	2,106	2,106	2,106	2,106	516	582	2,106
3	3,710	3,710	3,710	3,710	3,710	329	415	679
4	1,795	1,795	1,795	1,795	1,795	238	1,226	982
5	2,150	1,106	2,150	1,106	2,150	311	758	758
6	1,871	1,964	1,694	1,964	1,964	896	1,022	920
7	12,336	11,560	12,465	11,959	12,321	4,809	5,838	6,905
8	2,649	2,036	2,649	2,649	2,649	582	946	1,082
9	7,699	7,699	7,699	7,699	7,699	1,579	3,463	5,096
10	1,578	1,361	1,308	1,112	1,513	543	540	594
11	8,171	8,171	8,171	8,171	8,171	1,910	3,029	2,990
12	2,592	2,592	2,592	2,592	2,592	434	914	1,494
13	1,906	1,906	1,906	1,906	1,906	593	593	593
14	1,464	1,464	.....	1,200	1,200	616	865	865
15	2,321	1,912	2,321	2,154	2,321	371	874	1,317
16	1,680	1,680	1,734	1,585	1,447	608	599	768
17	2,027	2,027	2,027	2,027	2,027	448	923	1,094
18	54,066	54,089	54,018	54,018	53,358	28,907	14,917	19,540
19	2,552	2,552	2,552	2,552	2,552	228	740	740
20	1,520	1,032	.....	1,032	1,032	327	327	629
	115,830	111,967	112,534	112,542	114,150	44,549	38,797	49,505
1	80	80	80	47	80	22	47	47
2	254	254	254	254	254	88	88	130
3	295	295	157	295	295	58	114	114
4	247	143	149	247	247	65	23	65
5	552	552	370	552	552	99	334	374
6	387	387	387	387	387	156	240	240
7	377	377	270	231	377	231	231	168
8	1,115	1,115	1,115	1,115	1,115	419	419	678
9	309	220	309	309	309	101	199	199
10	224	63	200	135	76	63	63	63
11	36	36	.....	24	36	12	6	12
12	114	73	114	114	73	33	33	33
13	556	417	556	329	329	219	286	168
14	655	655	410	655	655	136	245	336
15	584	355	584	462	462	101	72	101
16	1,351	1,351	1,351	1,351	1,351	251	351	351
17	152	152	204	152	107	67	115	37
18	87	41	87	87	87	20	20	20
19	584	584	584	584	584	113	202	290
20	728	534	728	728	728	178	178	342
21	371	371	371	371	371	60	148	211
22	406	406	406	406	406	109	193	406
23	829	829	829	829	829	88	179	829
24	569	483	569	483	483	237	74	66
25	289	289	289	289	289	29	131	131
26	1,195	1,195	1,195	1,026	955	770	558	627
27	541	177	541	541	541	177	93	93
28	632	632	632	632	632	143	216	175
29	517	338	450	338	517	64	168	168
30	296	296	296	296	296	53	100	100
31	232	232	193	232	232	76	76	154
32	760	431	760	645	760	286	286	286
33	438	299	307	244	244	244	97	185
34	298	298	209	199	199	59	59	199
35	280	280	280	280	280	21	21	52

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville	1,637	1,637	1,637	121	.....	.....
2 Berlin	2,106	2,106	2,102	.....	.....	.....
3 Brantford	3,710	3,710	3,710	.....	.....	.....
4 Chatham	1,795	1,795	1,795	.....	.....	.....
5 Fort William	2,150	2,150	2,150	.....	.....	.....
6 Guelph	1,638	1,636	1,980	113	113	.....
7 Hamilton	12,097	12,166	12,464	405	405	405
8 Kingston	2,649	2,649	2,649	.....	.....	.....
9 London	7,699	7,699	7,699	.....	.....	.....
10 Niagara Falls	1,236	1,234	1,578	.....	.....	.....
11 Ottawa	8,171	8,171	8,171	415	415	.....
12 Peterborough	2,592	2,592	2,572	.....	.....	.....
13 Port Arthur	1,906	1,906	1,906	.....	.....	.....
14 St. Catharines	865	2,018	2,018	.....	.....	.....
15 St. Thomas	2,034	2,034	2,280	77	.....	.....
16 Sault Ste. Marie	1,255	1,680	1,776	.....	.....	.....
17 Stratford	2,027	2,027	2,027	.....	.....	.....
18 Toronto	50,296	52,897	54,190	1,269	1,222	.....
19 Windsor	2,552	2,552	2,552	.....	.....	.....
20 Woodstock	1,032	1,032	.....	.....	.....	.....
Totals	109,447	113,691	115,256	2,400	2,155	405
Towns						
1 Alexandria	80	80	80	.....	.....	.....
2 Alliston	254	254	254	.....	.....	.....
3 Almonte	295	242	295	.....	.....	.....
4 Amherstburg	247	247	247	.....	.....	.....
5 Arnprior	414	466	552	.....	.....	.....
6 Aurora	387	387	387	.....	.....	.....
7 Aylmer	377	377	377	107	.....	.....
8 Barrie	662	1,115	1,115	.....	.....	.....
9 Blenheim	309	309	309	.....	.....	.....
10 Blind River	63	63	.....	.....	.....	.....
11 Bonfield	20	24	36	.....	.....	.....
12 Bothwell	73	73	.....	.....	.....	.....
13 Bowmanville	556	556	556	.....	.....	.....
14 Bracebridge	336	655	406	.....	.....	.....
15 Brampton	355	355	584	.....	.....	.....
16 Brockville	1,351	1,351	1,351	.....	.....	.....
17 Bruce Mines	115	204	204	.....	.....	.....
18 Cache Bay	20	.....	.....	20	3	3
19 Campbellford	584	584	584	69	.....	.....
20 Carleton Place	728	728	728	178	.....	.....
21 Chesley	371	371	371	.....	.....	.....
22 Clinton	406	406	406	67	.....	.....
23 Cobalt	829	829	829	.....	.....	.....
24 Cobourg	237	569	569	.....	.....	.....
25 Cochrane	289	289	289	.....	.....	.....
26 Collingwood	750	1,195	1,195	.....	.....	.....
27 Copper Cliff	93	259	541	.....	.....	.....
28 Cornwall	632	632	632	.....	.....	.....
29 Deseronto	168	517	517	.....	.....	.....
30 Dresden	296	296	296	.....	.....	.....
31 Dryden	184	232	232	18	18	18
32 Dundas	760	760	760	.....	.....	.....
33 Dunnville	403	403	363	.....	.....	.....
34 Durham	159	298	159	.....	.....	.....
35 Eastview	52	280	280	.....	.....	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80
2	.....	.....	.....	.....	.....	1,451	.....	.....	.....	235	281
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	385	316
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,795	133
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	185	206
6	.....	.....	.....	.....	.....	.....	.....	113	.....	614	484
7	373	.....	.....	.....	.....	.....	123	405	190	1,394	1,725
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,649	493
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	771	806
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	415	.....	.....	.....	.....	.....	415	415	.....	1,678	1,951
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	121	127
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	146
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	384	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	76	77
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	211	224
18	.....	.....	.....	.....	.....	.....	.....	760	.....	49,451	16,311
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	152	135
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	327	327
	788	.....	.....	.....	.....	1,451	538	1,693	190	60,553	23,822
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	236	305
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	3	2	.....	.....	.....	.....	.....	20	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	829	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	66	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	237	249
27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	632	.....
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	18	18	18	.....	.....	.....	18	.....	.....	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
36 Englehart	94	17	19	24	23	2
37 Essex	73	51	73	43	62	.....
38 Forest	62	51	37	47	67	.....
39 Fort Frances	79	61	74	46	36	.....
40 Galt	382	191	416	322	309	.....
41 Gananoque	229	127	196	138	124	.....
42 Goderich	104	79	157	145	158	.....
43 Gore Bay	26	41	41	42	43	16
44 Gravenhurst	146	59	74	74	75	.....
45 Haileybury	190	84	116	101	63	.....
46 Hanover	116	81	132	72	50	.....
47 Harriston	51	42	76	61	41	.....
48 Hawkesbury	57	16	24	29	41	.....
49 Hespeler	124	76	171	83	53	36
50 Huntsville	170	99	101	98	88	.....
51 Ingersoll	203	131	153	155	126	.....
52 Kearney	45	15	15	23	13	3
53 Keewatin	68	46	57	39	49	.....
54 Kenora	270	134	186	166	142	.....
55 Kincardine	64	54	69	72	78	.....
56 Kingsville	100	52	52	90	55	26
57 Latchford	31	19	5	12	17	.....
58 Leamington	167	96	115	85	116	.....
59 Lindsay	245	97	234	195	191	.....
60 Listowel	101	56	54	91	113	.....
61 Little Current	129	53	95	37	55	.....
62 Massey	58	18	31	25	25	12
63 Matheson	42	12	23	20	12	1
64 Mattawa	23	10	7	11	16	7
65 Meaford	113	96	129	80	96	.....
66 Midland	441	213	271	194	206	.....
67 Milton	177	56	48	52	68	.....
68 Mitchell	37	31	37	70	94	.....
69 Mount Forest	72	43	55	66	41	.....
70 Napanee	117	81	119	98	146	.....
71 New Liskeard	207	60	90	65	65	.....
72 Newmarket	177	98	120	109	73	.....
73 Niagara	67	30	33	38	54	.....
74 North Bay	356	178	236	170	175	.....
75 Oakville	111	52	90	136	75	.....
76 Orangeville	78	71	82	91	98	.....
77 Orillia	401	187	345	257	244	.....
78 Oshawa	505	218	266	165	220	.....
79 Owen Sound	386	308	562	426	372	.....
80 Palmerston	122	60	69	60	52	.....
81 Paris	122	91	90	132	141	.....
82 Parkhill	20	28	35	33	48	.....
83 Parry Sound	297	117	173	165	147	.....
84 Pembroke	166	88	183	182	100	.....
85*Penetanguishene	307	139	136	115	93	.....
86 Perth	112	49	80	71	96	.....
87 Petrolea	210	109	116	173	149	.....
88 Picton	95	53	113	94	110	.....
89 Port Hope	216	120	100	163	144	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
36	85	68	179	68	85	41	25	68
37	302	229	.....	302	302	105	62	105
38	264	151	264	151	202	114	124	114
39	296	296	296	296	296	55	55	103
40	1,620	1,573	1,206	1,365	1,620	549	373	995
41	814	585	519	814	814	262	124	458
42	539	539	643	539	635	304	212	304
43	209	209	209	209	209	59	101	142
44	428	301	428	428	382	149	137	292
45	554	429	554	490	554	63	164	280
46	451	451	451	451	451	50	50	122
47	271	271	271	271	271	102	102	178
48	167	110	167	110	110	71	69	82
49	543	419	543	419	419	172	89	172
50	556	432	476	432	432	88	213	213
51	768	768	.....	768	768	126	196	382
52	54	54	.....	54	66	28	39	39
53	259	259	259	259	259	49	145	191
54	898	898	898	898	898	308	494	494
55	337	239	297	337	337	122	168	207
56	375	223	204	223	223	171	81	171
57	68	34	68	47	49	47	51	51
58	579	316	.....	316	412	201	116	201
59	962	721	859	778	962	318	567	567
60	415	343	415	415	343	200	206	179
61	369	369	369	369	369	150	150	150
62	169	169	142	169	169	37	62	93
63	110	88	.....	56	68	.....	56	56
64	51	51	74	51	51	23	23	23
65	514	356	514	400	514	59	33	70
66	1,325	715	1,325	1,325	715	206	400	446
67	401	224	332	224	401	120	120	120
68	269	201	.....	269	269	164	94	164
69	205	205	.....	162	162	107	41	107
70	561	561	561	561	561	146	244	244
71	487	487	422	487	487	110	143	338
72	577	400	577	400	577	182	119	182
73	222	155	222	222	222	112	112	155
74	1,115	1,115	1,115	1,115	1,115	175	462	1,115
75	464	464	464	464	464	211	464	464
76	420	420	237	420	420	229	196	164
77	1,434	1,214	1,274	1,226	1,226	346	654	837
78	1,374	1,374	.....	1,374	1,374	220	385	651
79	2,004	1,973	2,008	2,004	2,008	417	1,000	1,036
80	363	363	.....	241	363	181	181	181
81	576	576	576	576	576	184	121	152
82	164	164	164	164	164	48	81	81
83	899	715	899	715	715	237	401	450
84	719	719	719	719	719	100	239	662
85	790	456	790	790	790	93	208	344
86	296	247	408	296	247	96	96	167
87	757	339	508	458	547	149	322	322
88	465	465	465	465	465	110	370	317
89	743	743	743	743	743	527	144	307

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
36 Englehart	68	179	.....	5	2	2
37 Essex	229	302	302	.....	.....	.....
38 Forest	202	264	264	.....	.....	.....
39 Fort Frances	296	296	296	.....	.....	.....
40 Galt	1,620	1,620	1,361	.....	.....	.....
41 Gananoque	814	814	814	.....	.....	.....
42 Goderich	304	539	643	.....	.....	.....
43 Gore Bay	209	209	209	59	.....	.....
44 Gravenhurst	331	428	268	.....	.....	.....
45 Haileybury	554	554	554	.....	.....	.....
46 Hanover	254	451	451	.....	.....	.....
47 Harriston	271	271	271	.....	.....	.....
48 Hawkesbury	110	110	110	.....	.....	.....
49 Hespeler	172	543	543	11	11	11
50 Huntsville	363	413	337	.....	.....	.....
51 Ingersoll	768	768	768	72	.....	.....
52 Kearney	39	39	.....	3	3	3
53 Keewatin	259	259	259	.....	.....	.....
54 Kenora	898	898	898	.....	.....	.....
55 Kincardine	337	337	337	56	.....	.....
56 Kingsville	275	223	375	26	26	26
57 Latchford	51	72	84	.....	.....	.....
58 Leamington	412	579	579	.....	.....	.....
59 Lindsay	737	962	962	.....	.....	.....
60 Listowel	343	415	415	.....	.....	.....
61 Little Current	253	369	369	.....	.....	.....
62 Massey	50	157	169	12	12	12
63 Matheson	110	33	33	.....	1	.....
64 Mattawa	34	41	71	7	7	7
65 Meaford	514	514	514	.....	.....	.....
66 Midland	715	1,325	1,325	.....	.....	.....
67 Milton	224	401	333	.....	.....	.....
68 Mitchell	201	269	269	.....	.....	.....
69 Mount Forest	107	277	277	.....	.....	.....
70 Napanee	561	561	561	.....	.....	.....
71 New Liskeard	487	487	487	.....	.....	.....
72 Newmarket	302	577	577	.....	.....	.....
73 Niagara	222	222	222	.....	.....	.....
74 North Bay	1,115	1,115	.....	.....	.....	.....
75 Oakville	464	464	464	.....	.....	.....
76 Orangeville	420	420	420	.....	.....	.....
77 Orillia	1,343	1,434	1,434	.....	.....	.....
78 Oshawa	1,374	1,374	1,374	.....	.....	.....
79 Owen Sound	1,846	2,054	2,054	.....	.....	.....
80 Palmerston	181	363	.....	.....	.....	.....
81 Paris	363	363	576	.....	.....	.....
82 Parkhill	81	164	164	48	.....	.....
83 Parry Sound	836	899	899	.....	.....	.....
84 Pembroke	719	719	719	.....	.....	.....
85*Penetanguishene	790	790	790	.....	.....	.....
86 Perth	167	296	296	.....	.....	.....
87 Petrolea	322	757	757	.....	.....	.....
88 Picton	370	465	465	.....	.....	.....
89 Port Hope	743	743	743	.....	.....	.....

* Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
36	2						2				
37											
38											
39											
40										166	143
41											
42											
43											
44											
45											
46											
47											
48											
49	11						4				
50											
51										190	175
52	3										
53											
54											
55											
56	26	24					26		26		
57										84	
58											
59											
60										126	127
61											
62	5	12	12				12	12			
63										110	
64	7						7				
65											
66									79		
67											
68											
69											
70											
71											
72											
73											
74										207	197
75											
76											
77											
78											
79									47	188	184
80											
81										68	135
82											
83											
84											
85										181	
86									96		
87											
88											
89											

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
90 Powassan	64	34	36	45	41	.....
91 Prescott	68	39	89	42	110	.....
92 Preston	149	102	165	132	103	.....
93 Rainy River	112	52	49	35	27	16
94 Renfrew	121	68	92	101	100	.....
95 Ridgetown	142	44	72	41	72	.....
96 Rockland	13	12	12	18	17	.....
97 St. Mary's	136	87	94	109	131	.....
98 Sandwich	81	36	44	48	32	.....
99 Sarnia	374	317	320	314	307	.....
100 Seaforth	90	67	42	45	60	.....
101 Simcoe	163	99	196	117	125	.....
102 Sioux Lookout	63	10	20	8	3	.....
103 Smith's Falls	336	339	178	253	209	.....
104 Southampton	86	36	118	49	72	.....
105 Stayner	89	25	25	33	50	.....
106 Steelton	284	163	157	113	104	.....
107 Strathroy	96	87	122	109	115	.....
108 Sturgeon Falls	99	14	80	32	20	.....
109 Sudbury	191	64	109	97	104	.....
110 Thessalon	136	45	94	65	44	.....
111 Thornbury	33	20	25	38	38	.....
112 Thorold	131	60	114	84	52	.....
113 Tilbury	43	15	35	35	26	.....
114 Tillsonburg	156	79	113	113	113	.....
115 Timmins	82	29	18	15	3	.....
116 Trenton	156	142	135	91	72	.....
117 Trout Creek	36	11	14	25	11	5
118 Uxbridge	54	16	51	60	45	.....
119 Vankleek Hill	27	10	32	28	62	.....
120 Walkerton	66	41	54	56	55	.....
121 Walkerville	81	121	114	111	106	.....
122 Wallaceburg	190	106	146	69	121	.....
123 Waterloo	105	84	161	126	124	.....
124 Webbwood	20	57	32	17	27	.....
125 Welland	358	163	234	167	129	.....
126 Whitby	125	47	59	54	96	.....
127 Wiarton	126	54	113	79	97	.....
128 Wingham	64	54	100	90	74	.....
Totals	18,031	9,778	13,143	11,666	11,357	146
Totals						
1 Rural Schools	57,033	27,712	40,808	39,757	40,446	3,272
2 Cities	28,301	17,098	25,815	24,732	19,764	1,695
3 Towns	18,031	9,778	13,143	11,666	11,357	146
4 Villages	6,765	4,034	5,137	4,804	4,894	246
5 Grand Totals, 1913	110,130	58,622	84,903	80,959	76,461	5,359
6 Grand Totals, 1912	107,260	56,321	80,911	78,433	77,012	5,788
7 Increases	2,870	2,301	3,992	2,526	.....	.....
8 Decreases	.....	.....	.....	.....	551	429
9 Percentages	26.44	14.07	20.39	19.44	18.36	1.28

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
90	220	220	220	220	220	41	101	101
91	348	348	348	348	348	110	241	241
92	651	651	651	651	651	235	235	103
93	291	291	239	291	291	43	78	122
94	482	410	482	482	482	100	227	227
95	371	371	371	371	371	72	113	113
96	72	72	72	59	59	35	35	47
97	557	334	334	421	421	240	131	187
98	241	241	.....	241	241	32	80	80
99	1,632	1,632	1,632	1,632	1,632	307	621	621
100	214	214	.....	214	214	60	105	105
101	700	700	700	700	700	125	242	242
102	104	104	104	41	41	11	11	11
103	868	759	1,315	976	858	435	288	283
104	341	341	341	341	341	121	72	121
105	222	222	126	222	222	96	33	222
106	821	821	.....	821	821	104	217	217
107	529	435	529	433	529	224	383	433
108	245	245	245	245	245	20	52	52
109	565	565	565	565	565	104	310	310
110	384	203	384	148	148	72	22	65
111	154	121	154	101	101	57	38	76
112	399	310	332	352	352	250	109	136
113	154	96	154	154	154	26	96	96
114	574	574	574	574	574	226	339	339
115	65	65	65	65	65	65	36	36
116	596	596	596	596	596	72	298	298
117	102	102	61	88	88	41	88	88
118	226	172	226	226	226	45	105	156
119	159	159	159	159	159	62	90	90
120	272	165	217	272	272	111	55	111
121	420	533	533	533	533	147	106	217
122	632	632	36	632	632	136	336	336
123	600	411	600	411	411	250	73	177
124	153	153	38	153	153	38	44	76
125	1,051	1,051	948	1,051	1,051	330	330	330
126	381	245	381	245	256	110	110	150
127	469	469	372	469	469	97	97	97
128	382	318	50	318	264	116	264	264
	62,644	54,837	53,504	57,595	58,494	18,107	22,760	29,934
1	195,182	156,397	126,460	169,432	169,205	69,364	83,849	98,240
2	115,830	111,967	112,534	112,542	114,150	44,549	38,797	49,505
3	62,644	54,837	53,504	57,595	58,494	18,107	22,760	29,934
4	24,983	20,963	19,498	22,466	21,957	8,070	11,149	12,883
5	398,639	344,164	311,996	362,035	363,806	140,090	156,555	190,562
6	388,403	328,652	298,139	343,048	347,975	147,414	146,432	179,406
7	10,236	15,512	13,857	18,987	15,831	.....	10,123	11,156
8	.....	.....	.....	.....	.....	7,324	.....	.....
9	95.72	82.64	74.93	86.93	87.36	33.64	37.59	45.76

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II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
90 Powassan	101	220	220	41	.....	.....
91 Prescott	241	341	341	.....	.....	.....
92 Preston	235	651	651	.....	.....	.....
93 Rainy River	121	276	239	16	16	16
94 Renfrew	482	482	482	.....	.....	.....
95 Ridgetown	371	371	371	.....	.....	.....
96 Rockland	47	72	72	.....	.....	.....
97 St. Mary's	187	557	334	.....	.....	.....
98 Sandwich	241	241	241	.....	.....	.....
99 Sarnia	1,632	1,632	1,232	.....	.....	.....
100 Seaforth	147	214	304	.....	.....	.....
101 Simcoe	700	700	700	.....	.....	.....
102 Sioux Lookout	104	104	104	.....	.....	.....
103 Smith's Falls	445	410	1,290	.....	.....	.....
104 Southampton	341	341	341	.....	.....	.....
105 Stayner	133	222	135	.....	.....	.....
106 Steelton	821	821	821	.....	.....	.....
107 Strathroy	529	529	529	.....	.....	.....
108 Sturgeon Falls	146	245	245	.....	.....	.....
109 Sudbury	374	374	565	.....	.....	.....
110 Thessalon	109	384	384	.....	.....	.....
111 Thornbury	154	154	154	.....	.....	.....
112 Thorold	327	441	384	52	.....	.....
113 Tilbury	154	154	154	.....	.....	.....
114 Tillsonburg	574	574	574	.....	.....	.....
115 Timmins	65	.....	65	.....	.....	.....
116 Trenton	596	596	596	.....	.....	.....
117 Trout Creek	102	102	.....	5	5	5
118 Uxbridge	226	226	226	.....	.....	.....
119 Vankleek Hill	159	159	159	.....	.....	.....
120 Walkerton	111	272	54	.....	.....	.....
121 Walkerville	533	533	533	.....	.....	.....
122 Wallaceburg	632	632	632	.....	.....	.....
123 Waterloo	289	600	600	.....	.....	.....
124 Webbwood	76	76	76	.....	.....	.....
125 Welland	1,051	1,051	1,015	.....	.....	.....
126 Whitby	236	245	341	.....	.....	.....
127 Wiarton	176	469	469	.....	.....	.....
128 Wingham	382	382	382	.....	.....	.....
Totals	51,035	50,457	59,381	872	104	103
Totals						
1 Rural Schools	143,817	177,456	173,617	5,166	2,817	2,622
2 Cities	109,447	113,691	115,256	2,400	2,155	405
3 Towns	51,035	50,457	59,381	872	104	103
4 Villages	19,369	23,772	21,707	693	332	204
5 Grand Totals, 1913	323,668	365,376	369,961	9,131	5,408	3,334
6 Grand Totals, 1912	308,284	363,092	348,263	10,024	5,487	4,255
7 Increases	15,384	2,284	21,698	.....	.....	.....
8 Decreases	.....	.....	.....	893	79	921
9 Percentages	77.72	87.73	88.84	2.19	1.29	.80

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	16	16	.....	.....	15	.....	16	.....	.....	.....	.....
94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....	384	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....	108	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	5	.....	.....	.....	.....	.....	5	5	.....	.....	.....
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	69	.....
120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	69
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	457	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
128	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	103	72	30	.....	15	.....	90	37	248	4,398	1,584
1	2,239	679	210	3,701	27	20	1,301	751	13,867	9,660	836
2	788	.....	.....	.....	.....	1,451	538	1,693	190	60,553	23,822
3	103	72	30	.....	15	.....	90	37	248	4,398	1,584
4	194	95	41	.....	.....	24	172	75	723	1,308	.....
5	3,324	846	281	3,701	42	1,495	2,101	2,556	15,028	75,919	26,242
6	3,777	1,024	325	4,534	24	1,942	2,330	2,770	11,609	65,464	21,191
7	.....	.....	.....	.....	18	.....	.....	.....	3,419	10,455	5,051
8	453	178	44	833	.....	447	229	214	.....	.....	.....
9	.79	.20	.06	.88	.....	.36	.50	.61	3.61	18.23	6.30

THE PUBLIC

III. TABLE C—TEACHERS, SALARI ES

	Rural Sc ools	Teachers			Salaries	
		Number of Teachers	Male	Female	Highest salary, male	Highest salary, female
1	Brant	81	11	70	$850	$900
2	Bruce	175	20	155	1,000	750
3	Carleton	130	17	113	900	700
4	Dufferin	93	10	83	725	650
5	Dundas	83	20	63	800	700
6	Elgin	117	12	105	750	800
7	Essex	121	25	96	950	700
8	Frontenac	146	18	128	800	635
9	Glengarry	80	5	75	600	650
10	Grey	229	43	186	800	700
11	Haldimand	77	12	65	800	650
12	Haliburton	61	12	49	800	700
13	Halton	59	5	54	700	700
14	Hastings	187	30	157	1,000	700
15	Huron	196	39	157	900	700
16	Kent	139	10	129	700	700
17	Lambton	173	28	145	900	800
18	Lanark	125	9	116	600	600
19	Leeds and Grenville	233	26	207	775	700
20	Lennox and Addington	117	21	96	650	600
21	Lincoln	74	13	61	800	750
22	Middlesex	194	27	167	700	650
23	Norfolk	104	18	86	800	700
24	Northumberland and Durham	211	42	169	800	700
25	Ontario	125	26	99	800	700
26	Oxford	129	27	102	800	750
27	Peel	83	13	70	900	775
28	Perth	120	27	93	800	700
29	Peterborough	105	7	98	550	700
30	Prescott and Russell	98	7	91	800	700
31	Prince Edward	76	12	64	600	700
32	Renfrew	162	15	147	800	800
33	Simcoe	229	60	169	850	700
34	Stormont	81	11	70	700	650
35	Victoria	114	18	96	750	650
36	Waterloo	102	24	78	900	725
37	Welland	90	14	76	825	700
38	Wellington	152	29	123	1,200	725
39	Wentworth	101	16	85	1,000	750
40	York	218	40	178	1,250	800
41	Algoma	69	6	63	675	700
42	Kenora	12	2	10	1,000	525
43	Manitoulin	47	7	40	700	600
44	Muskoka	108	13	95	650	550
45	Nipissing	46	11	35	650	650
46	Parry Sound	125	25	100	900	750
47	Rainy River	37	11	26	850	700
48	Sudbury	55	6	49	900	750
49	Timiskaming	55	12	43	900	800
50	Thunder Bay, etc.	48	8	40	1,300	1,200
1	Totals, Rural Schools	5,792	920	4,872	1,300	1,200
2	" Cities	2,348	346	2,002	2,300	1,800
3	" Towns	1,238	151	1,087	1,800	1,000
4	" Villages	516	90	426	1,650	750
5	Grand Totals, 1913	9,894	1,507	8,387	2,300	1,800
6	Grand Totals, 1912	9,520	1,415	8,105	2,200	2,000
7	Increases	374	92	282	100	.....
8	Decrease	.....	.....	.....	.....	200
9	Percentages	.....	15.23	84.76	.....	.....

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

	Average salary of male teachers	Average salary of female teachers	Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates
1	$652	$572	.....	$628	$675	$569	$550
2	593	562	.....	600	654	585	546
3	601	541	.....	625	694	571	519
4	595	555	$725	600	600	587	575
5	627	583	600	.....	633	591	550
6	652	557	700	622	648	562	.....
7	638	564	.....	637	687	593	567
8	450	411	.....	.....	675	550	461
9	517	484	.....	500	600	536	496
10	565	548	700	600	626	592	541
11	623	542	800	587	611	550	587
12	475	369	.....	700	800	.....	533
13	600	576	650	591	650	585	525
14	588	514	675	593	701	589	546
15	609	550	725	609	632	567	528
16	640	591	650	625	639	593	.....
17	619	570	.....	610	627	575	569
18	489	429	600	550	550	535	480
19	497	461	500	606	564	526	475
20	440	440	.....	600	500	560	504
21	666	555	.....	625	706	568	533
22	599	559	565	580	600	562	.....
23	588	545	700	600	617	562	506
24	564	531	.....	592	613	555	560
25	587	563	612	612	639	583	544
26	668	579	675	632	684	581	562
27	633	566	750	583	647	587	650
28	634	572	637	592	675	581	522
29	432	497	.....	600	550	568	500
30	634	470	.....	550	735	551	500
31	477	525	.....	645	600	592	512
32	545	443	.....	625	725	583	520
33	599	543	600	625	627	583	568
34	561	524	.....	.....	592	561	550
35	603	529	.....	.....	647	562	610
36	657	565	675	592	669	580	587
37	614	546	.....	553	629	558	550
38	630	573	750	634	653	586	550
39	666	576	650	596	678	584	.....
40	687	568	808	594	700	581	544
41	547	483	.....	.....	650	571	537
42	825	490	.....	.....	.....	.....	1,000
43	479	447	700	.....	550	533	.....
44	436	389	.....	.....	567	423	483
45	509	414	.....	.....	625	600	525
46	533	425	742	.....	817	550	494
47	550	517	.....	.....	600	625	500
48	633	480	.....	.....	750	646	550
49	671	541	650	600	800	663	700
50	681	593	.....	950	600	706	750
1	591	524	688	610	650	574	541
2	1,423	726	1,574	725	1,180	728	.....
3	1,022	553	1,256	562	991	556	600
4	802	517	936	568	796	527	700
5	838	575	1,404	657	799	617	543
6	788	543	1,340	634	757	587	524
7	50	32	64	23	42	30	19
8	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....

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III. TABLE C—TEACHERS, SALARIES,

	Rural Schools—Continued	Salaries—Continued			Number who have ever attended a Model School in Ontario
		Average salary, female teachers with III or District certificates	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates	
1	Brant	$540	.....	$525	22
2	Bruce	516	$512	440	20
3	Carleton	478	475	456	37
4	Dufferin	526	500	.....	46
5	Dundas	515	.....	525	30
6	Elgin	489	.....	450	27
7	Essex	526	550	500	32
8	Frontenac	406	391	339	76
9	Glengarry	476	.....	394	50
10	Grey	510	511	467	90
11	Haldimand	527	.....	525	34
12	Haliburton	379	412	349	23
13	Halton	517	.....	500	32
14	Hastings	486	419	431	90
15	Huron	509	512	500	104
16	Kent	565	.....	567	12
17	Lambton	539	.....	433	43
18	Lanark	427	425	351	62
19	Leeds and Grenville	445	409	416	128
20	Lennox and Addington	421	401	399	46
21	Lincoln	510	.....	467	35
22	Middlesex	500	.....	575	34
23	Norfolk	490	450	512	51
24	Northumberland & Durham	511	487	473	60
25	Ontario	507	483	500	28
26	Oxford	507	500	462	31
27	Peel	528	500	492	14
28	Perth	517	537	450	27
29	Peterborough	481	369	403	37
30	Prescott and Russell	450	500	423	47
31	Prince Edward	489	439	423	26
32	Renfrew	443	446	376	96
33	Simcoe	507	536	480	83
34	Stormont	495	425	480	36
35	Victoria	506	525	431	31
36	Waterloo	516	550	500	42
37	Welland	505	500	483	39
38	Wellington	526	525	458	57
39	Wentworth	556	500	494	8
40	York	512	500	506	90
41	Algoma	472	518	472	24
42	Kenora	500	650	480	2
43	Manitoulin	452	420	407	21
44	Muskoka	398	361	364	59
45	Nipissing	436	462	371	7
46	Parry Sound	438	420	397	43
47	Rainy River	537	537	475	15
48	Sudbury	516	500	389	19
49	Timiskaming	557	475	476	14
50	Thunder Bay, etc	530	625	546	7
1	Totals, Rural Schools	480	460	417	2,087
2	" Cities	633	.....	600	1,542
3	" Towns	515	600	520	690
4	" Villages	465	400	435	263
5	Grand Totals, 1913	483	460	420	4,582
6	Grand Totals, 1912	458	455	402	4,835
7	Increases	25	5	18	.....
8	Decreases	.....	.....	.....	253
9	Percentages	.....	.....	.....	46.31

SCHOOLS—Continued
CERTIFICATES, EXPERIENCE, ETC.—Continued

	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates				
				1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Temporary
1	67	8	.....	7	65	7	.....	2
2	133	2	.....	2	130	20	1	22
3	88	2	.....	2	85	27	.....	16
4	44	2	.....	2	43	47	.....	1
5	74	1	1	1	74	6	.....	2
6	101	6	.....	5	102	9	.....	1
7	70	3	.....	4	68	34	1	14
8	33	.....	2	.....	30	31	26	59
9	22	.....	.....	1	22	44	5	8
10	106	8	.....	8	105	78	3	35
11	51	4	.....	3	47	24	.....	3
12	1	1	.....	1	1	21	2	36
13	44	6	.....	5	45	8	.....	1
14	73	10	.....	9	71	47	11	49
15	131	11	.....	10	124	58	.....	4
16	117	8	.....	8	115	13	.....	3
17	135	12	.....	10	136	24	.....	3
18	30	2	.....	2	30	48	4	41
19	72	5	2	5	61	110	.....	57
20	20	4	1	1	20	33	12	51
21	54	2	.....	2	55	14	.....	3
22	182	6	.....	6	176	11	.....	1
23	75	6	.....	6	69	24	.....	5
24	124	7	.....	6	109	55	.....	41
25	86	4	.....	4	83	30	1	7
26	106	12	.....	13	104	9	.....	3
27	53	9	.....	8	51	16	.....	8
28	97	5	.....	5	95	16	.....	4
29	45	3	1	3	42	21	5	34
30	32	1	.....	1	27	37	8	25
31	28	6	5	5	24	25	2	20
32	24	1	.....	1	21	79	16	45
33	121	10	3	7	117	65	7	33
34	43	.....	.....	.....	38	35	2	6
35	72	.....	1	.....	68	26	.....	20
36	79	5	.....	5	76	18	.....	3
37	69	7	1	8	65	13	.....	4
38	102	13	.....	13	98	34	3	4
39	81	7	1	7	76	13	.....	5
40	175	12	1	12	167	34	.....	5
41	8	1	.....	.....	8	19	20	22
42	.....	.....	.....	.....	.....	2	4	6
43	3	1	.....	1	4	10	17	15
44	10	.....	.....	.....	10	35	25	38
45	6	.....	.....	.....	6	6	6	28
46	12	3	.....	3	12	22	22	66
47	8	1	.....	.....	8	5	6	18
48	9	.....	.....	.....	9	15	9	22
49	13	2	.....	2	13	14	4	22
50	12	2	.....	2	11	10	16	9
1	3,141	221	19	206	3,016	1,402	238	930
2	1,925	368	80	449	1,876	21	1	1
3	1,051	86	3	91	1,064	62	6	15
4	405	33	7	29	403	65	6	13
5	6,522	708	109	775	6,359	1,550	251	959
6	6,265	595	81	656	5,992	1,497	238	1,137
7	257	113	28	119	367	53	13	.....
8	.....	.....	.....	.....	.....	.....	.....	178
9	65.92	7.15	1.10	7.83	64.27	15.66	2.54	9.69

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III. TABLE C—TEACHERS, SALARIES,

Experience

—	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience, male teachers with I Class certificates	Average experience, female teachers with I Class certificates
1 Totals, Rural Schools	7.89	4.09	4.70	4.61	3.88
2 " Cities	16.42	12.94	13.45	15.56	9.19
3 " Towns	17.59	9.46	10.45	16.49	7.03
4 " Villages	16.69	8.27	9.74	9.50	5.28
5 Grand Totals, 1913	11.35	7.11	7.76	13.96	6.93
6 Grand Totals, 1912	11.81	7.41	8.06	14.99	7.79
7 Increases	.....	.....	.....	.....	.....
8 Decreases	.46	.30	.30	1.03	.86
9 Percentages	.....	.....	.....	.....	.....

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III. TABLE C—TEACHERS, SALARIES,

Experience—Continued

—	2 Years, but less than 3 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years
1 Totals, Rural Sch's	719	480	492	388	274	159	115	79	98	47	80	60	53	61	50
2 " Cities	118	111	134	122	139	98	97	93	102	87	99	79	66	75	53
3 " Towns	91	86	103	82	84	53	54	35	36	28	42	31	34	28	30
4 " Villages	31	49	41	40	31	21	16	13	24	11	11	8	9	13	14
5 Grand Totals, 1913	959	726	770	632	528	331	282	220	260	173	232	178	162	177	147
6 Grand Totals, 1912	867	857	766	609	456	309	308	238	242	229	206	166	165	167	138
7 Increases	92	.....	4	23	72	22	....	....	18	....	26	12	....	10	9
8 Decreases	.....	131	....	....	....	....	26	18	....	56	....	....	3	....	....
9 Percentages	9.69	7.34	7.78	6.39	5.34	3.34	2.85	2.22	2.63	1.75	2.34	1.8	1.64	1.79	1.48

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

Experience—Continued

	Average experience, male teachers with II Class certificates	Average experience, female teachers with II Class certificates	Average experience, male teachers with III or District certificates	Average experience, female teachers with III or District certificates	Average experience, male teachers with Temporary certificates	Average experience, female teachers with Temporary certificates	Number of teachers who at end of year have taught less than a year	One year but less than three years
1	11.69	5.09	5.16	3.71	1.22	1.54	1,259	1,055
2	17.81	13.33	.....	22.71	.....	3.25	38	74
3	18.17	9.56	8.25	11.92	3.00	2.39	72	76
4	17.69	9.07	2.25	6.41	.50	2.96	31	50
5	14.21	8.68	5.20	4.43	1.22	1.58	1,400	1,255
6	14.72	9.16	5.39	4.96	1.36	1.75	1,156	1,205
7	.....	.....	.....	.....	.....	.....	244	50
8	.51	.48	.19	.53	.14	.17	.....	.....
9	.....	.....	.....	.....	.....	.....	14.15	12.68

SCHOOLS—Cont nue

CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Concluded

	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years	28 Years	29 Years	30 Years	31 Years	32 Years	33 Years	34 Years	35 Years	36 Years	37 Years	38 Years	39 Years	40 Years or over
1	33	30	20	34	21	15	21	15	16	16	12	8	12	10	7	7	7	11	6	3	3	2	4	10
2	49	47	43	49	49	41	39	27	36	54	50	48	45	18	26	23	14	15	19	17	3	5	9	37
3	20	14	19	20	19	16	12	15	14	13	13	14	8	16	2	6	9	4	6	4	4	3	5	17
4	13	12	3	5	5	8	2	4	5	6	2	5	6	3	2	5	4	3	3	2	...	...	...	5
5	115	103	85	108	94	80	74	61	71	89	77	75	71	47	37	41	34	33	34	26	10	10	18	69
6	123	91	103	99	95	79	60	79	98	76	77	65	49	46	44	29	38	26	35	14	13	16	8	73
7	...	12	...	9	...	1	14	...	...	13	...	10	22	1	...	12	...	7	...	12	...	...	10	....
8	8	....	18	....	1	..,	...	18	27	...	...	...	...	...	7	...	4	...	1	...	3	6	...	4
9	1.16	1.04	.86	1.09	.95	.81	.75	.62	.72	.90	.78	.76	.72	.47	.37	.41	.34	.33	.34	.26	.10	.10	.18	.70

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IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
1 Brant	62	49	2	1	10	.....	158	73	19	238	488
2 Bruce	168	115	15	1	36	1	346	64	40	107	557
3 Carleton	115	29	17	6	58	5	236	59	16	88	399
4 Dufferin	92	60	4	2	26	.....	180	72	24	59	335
5 Dundas	76	7	9	2	58	.....	183	73	19	170	445
6 Elgin	102	78	.....	1	23	.....	283	51	19	75	428
7 Essex	108	36	3	3	66	.....	234	77	24	78	413
8 Frontenac	144	11	22	....	104	7	328	145	24	125	622
9 Glengarry	75	4	.....	2	66	3	186	57	24	55	322
10 Grey	222	123	51	3	44	1	452	141	66	263	922
11 Haldimand	74	67	.....	1	6	.....	159	52	43	96	350
12 Haliburton	60	3	3	....	47	7	121	69	62	205	457
13 Halton	56	29	13	5	9	.....	116	65	15	86	282
14 Hastings	177	57	14	3	101	2	398	235	103	1,831	2,567
15 Huron	185	115	8	4	58	.....	367	211	52	504	1,134
16 Kent	132	90	.....	....	42	.....	298	71	34	143	546
17 Lambton	167	90	1	1	75	.....	344	101	46	278	769
18 Lanark	123	19	13	....	87	4	249	77	23	256	605
19 Leeds & Grenville	220	62	74	2	79	3	486	250	27	257	1,020
20 Lennox and Addington	111	22	7	3	78	1	236	140	24	235	635
21 Lincoln	65	32	8	1	24	.....	131	83	21	239	474
22 Middlesex	179	136	.....	1	42	.....	376	130	48	294	848
23 Norfolk	98	63	5	5	25	.....	213	74	12	229	528
24 Northumberland & Durham	204	142	11	2	49	.....	455	209	65	643	1,372
25 Ontario	115	77	1	2	35	.....	233	112	24	192	561
26 Oxford	106	90	3	....	13	.....	277	143	31	223	674
27 Peel	75	54	6	3	12	.....	187	63	21	74	345
28 Perth	111	89	5	....	17	.....	285	122	46	299	752
29 Peterborough	99	50	3	3	38	5	224	78	55	135	492
30 Prescott and Russell	86	9	.....	1	67	9	184	78	49	253	564

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Selections	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total						
1	733	76	24	14	.....	3	3	36	33	55	....	62	.....
2	1,955	181	80	60	.....	1	1	83	3	166	101	168	.....
3	1,111	114	33	9	.....	5	5	100	52	83	8	110	1
4	892	90	12	14	.....	.....	.....	117	36	86	5	92	.....
5	828	96	33	6	2	9	11	26	42	66	10	83	3
6	1,136	111	23	13	.....	1	1	38	68	67	2	98	6
7	1,242	114	24	18	.....	3	3	47	38	81	86	103	.....
8	883	137	28	46	.....	.....	.....	107	56	111	8	144	3
9	720	76	29	26	.....	.....	.....	68	22	47	2	33	4
10	2,674	238	35	22	130	2	132	184	93	193	41	206	5
11	843	79	22	9	4	1	5	11	42	58	65	66	2
12	510	56	8	15	2	7	9	86	36	37	....	59	.....
13	661	60	20	11	.....	.....	.....	45	30	38	8	56	1
14	2,015	195	80	46	.....	10	10	117	65	135	....	169	12
15	1,971	189	48	14	.....	5	5	187	79	151	....	183	.....
16	1,530	136	129	22	.....	.....	.....	45	79	96	6	114	2
17	1,880	171	30	17	4	8	12	71	74	104	17	167	.....
18	997	126	36	30	28	31	59	214	87	70	21	121	3
19	2,327	226	43	20	.....	.....	.....	78	125	94	35	219	.....
20	1,067	125	25	21	.....	7	7	74	38	54	2	109	1
21	539	60	15	7	.....	.....	.....	41	43	35	....	55	.....
22	2,157	221	62	40	1	10	11	69	90	141	68	179	5
23	904	100	33	18	.....	1	1	563	57	74	2	98	2
24	2,192	221	83	31	2	2	4	165	121	143	35	187	9
25	1,229	126	25	15	3	2	5	123	60	90	1	110	.....
26	1,430	129	30	21	.....	.....	.....	95	71	47	20	106	2
27	1,027	85	25	8	.....	.....	.....	88	40	37	4	74	.....
28	1,444	123	74	4	29	.....	29	14	100	52	20	109	2
29	754	100	20	18	.....	9	9	38	22	62	6	97	5
30	857	87	30	23	.....	1	1	75	34	44	1	83	16

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IV. TABLE D—SCHOOL

Rural Schools—Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward	75	40	12	6	17	.....	189	65	23	195	472
32 Renfrew	150	49	1	1	83	16	324	114	72	114	624
33 Simcoe	208	145	2	9	52	.....	472	175	74	279	1,000
34 Stormont	75	1	.....	2	71	1	181	47	34	95	357
35 Victoria	103	72	4	....	27	.....	277	94	69	145	585
36 Waterloo	82	61	16	....	5	.....	209	243	28	353	833
37 Welland	77	44	6	4	23	.....	190	76	14	246	526
38 Wellington	141	93	37	4	7	.....	338	137	35	397	907
39 Wentworth	75	52	14	1	8	.....	191	108	38	161	498
40 York	153	114	1	2	36	.....	315	194	67	277	853
41 Algoma	69	6	1	2	55	5	128	108	32	176	444
42 Kenora	13	.....	.....	....	11	2	21	12	3	14	50
43 Manitoulin	46	3	2	7	31	3	84	40	29	89	242
44 Muskoka	106	23	2	1	69	11	214	63	75	224	576
45 Nipissing	45	3	.....	....	35	7	80	44	30	54	208
46 Parry Sound	121	10	1	3	91	16	260	110	58	229	657
47 Rainy River	37	.....	.....	1	25	11	66	55	19	157	297
48 Sudbury	53	2	.....	....	49	2	99	44	38	37	218
49 Timiskaming	50	3	.....	....	41	6	99	65	42	78	284
50 Thunder Bay, etc.	41	7	.....	....	29	5	78	80	28	141	327
Totals											
1 Rural Schools	5,327	2,536	397	101	2,160	133	11,740	5,049	1,884	11,191	29,864
2 Cities	252	230	16	....	6	.....	5,010	1,878	406	9,838	17,132
3 Towns	236	168	24	4	39	1	2,056	1,406	315	3,894	7,671
4 Villages	162	133	8	2	19	.....	952	473	218	719	2,362
5 Grand Totals, 1913.	5,977	3,067	445	107	2,224	134	19,758	8,806	2,823	25,642	57,029
6 Grand Totals, 1912.	5,939	3,012	449	97	2,224	157	19,040	9,223	2,859	30,835	61,957
7 Increases	38	55	.....	10	.....	.....	718	.....	.....	.....	.....
8 Decreases	.....	.....	4	....	.....	23	.....	417	36	5,193	4,928
9 Percentages	.....	51.31	7.44	1.79	37.21	2.24	34.64	15.44	4.95	44.96	.....

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Selections	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total						
31	983	81	9	1	.....	1	1	.....	61	68	12	63	.....
32	1,273	174	24	56	.....	4	4	120	58	62	26	147	10
33	2,048	201	41	27	.....	.....	.....	277	69	171	41	154	10
34	727	79	24	15	.....	.....	.....	139	50	42	9	75	1
35	1,017	99	19	3	.....	.....	.....	9	29	72	17	96	.....
36	976	92	35	13	.....	.....	.....	94	65	39	47	82	2
37	771	79	25	9	1	.....	1	39	19	56	1	77	.....
38	1,665	151	42	22	.....	4	4	89	81	82	55	125	2
39	765	469	25	7	.....	3	3	376	40	52	.....	70	4
40	1,646	170	46	23	.....	.....	.....	220	96	120	24	147	2
41	555	67	23	15	.....	12	12	66	12	68	11	69	2
42	52	9	1	1	.....	.....	.....	26	.....	9	.....	11	.....
43	340	42	9	5	.....	.....	.....	60	21	30	.....	45	3
44	976	111	19	22	1	9	10	183	49	81	.....	104	7
45	252	37	14	11	.....	1	1	24	7	17	.....	43	5
46	1,074	120	24	18	.....	4	4	197	102	103	.....	116	2
47	212	34	14	11	.....	8	8	85	2	34	1	35	4
48	312	43	18	18	.....	2	2	68	10	17	.....	53	13
49	286	45	13	9	.....	4	4	54	1	43	8	51	1
50	208	36	16	11	.....	3	3	17	2	27	.....	40	1
1	54,646	5,987	1,600	915	207	173	380	5,148	2,510	3,710	826	5,063	153
2	4,543	443	161	162	4	103	107	*33	60	230	135	217	.....
3	3,274	321	65	29	16	103	119	60	88	180	58	227	7
4	2,079	241	50	19	26	114	140	56	84	120	25	148	5
5	64,542	6,992	1,876	1,125	253	493	746	5,297	2,742	4,240	1,044	5,655	165
6	64,159	7,012	1,936	977	259	408	667	4,395	2,978	3,880	.....	5,770	246
7	383	.....	.....	148	.....	85	79	902	.....	360	.....	.....	.....
8	.....	20	60	.....	6	.....	.....	.....	236	.....	.....	115	81
9	†10.8	†1.17	31.38	18.82	.....	.....	.....	.....	45.87	70.94	17.46	94.61	2.76

*In addition there were set out 1,450 shrubs, 21,150 plants, and 12,229 bulbs.
†To each school.

THE PUBLIC

V. TABLE E—FINANCIAL

Rural Schools	Receipts				
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	6,590 34	22,840 49	28,398 84	83,115 42	140,945 09
2 Bruce	14,606 97	53,691 55	53,213 99	88,319 37	209,831 88
3 Carleton	8,863 12	39,001 30	34,607 18	72,544 25	155,015 85
4 Dufferin	8,295 99	27,527 00	26,518 32	32,758 26	95,099 57
5 Dundas	7,435 31	25,180 35	23,470 40	32,059 06	88,145 12
6 Elgin	9,588 51	35,371 78	39,257 24	84,869 42	169,086 95
7 Essex	9,954 31	36,468 16	43,281 86	49,887 53	139,591 86
8 Frontenac	12,208 89	35,571 96	21,965 96	37,087 62	106,834 43
9 Glengarry	6,044 38	23,446 00	16,033 68	15,214 73	60,738 79
10 Grey	17,414 20	71,168 44	64,425 40	74,429 37	227,437 41
11 Haldimand	5,972 04	23,707 00	23,762 41	39,612 85	93,054 30
12 Haliburton	8,642 05	662 94	13,505 20	9,725 11	32,535 30
13 Halton	4,622 78	18,056 94	14,778 58	30,623 13	68,081 43
14 Hastings	19,385 59	51,056 98	47,213 74	79,399 32	197,055 63
15 Huron	14,823 80	60,449 85	61,108 55	77,868 30	214,250 50
16 Kent	11,148 37	41,073 37	51,743 51	90,779 14	194,744 39
17 Lambton	13,394 25	53,508 63	55,492 43	56,847 78	179,542 49
18 Lanark	6,843 55	36,400 77	17,550 56	27,373 30	88,168 18
19 Leeds and Grenville	14,112 00	69,902 29	44,251 61	64,846 61	193,112 51
20 Lennox and Addington	6,573 77	33,458 89	19,635 84	35,112 22	94,780 72
21 Lincoln	5,983 66	22,746 41	31,611 42	58,081 64	118,423 13
22 Middlesex	15,445 73	59,579 39	61,332 77	113,118 31	249,476 20
23 Norfolk	7,203 04	30,930 91	34,683 23	69,335 00	142,152 18
24 Northumberland & Durham	15,135 41	64,399 41	57,183 43	63,711 46	200,429 71
25 Ontario	10,646 68	37,929 17	40,529 76	41,788 51	130,894 12
26 Oxford	11,100 79	37,766 76	48,336 92	89,093 87	186,298 34
27 Peel	7,187 18	23,400 00	28,812 66	41,954 78	101,354 62
28 Perth	10,101 85	34,608 04	43,422 12	51,308 40	139,440 41
29 Peterborough	10,895 93	26,736 51	21,560 22	38,352 25	97,544 91
30 Prescott and Russell	4,249 12	29,247 35	20,393 42	22,386 93	76,276 82
31 Prince Edward	3,547 77	23,222 89	16,486 10	22,308 12	65,564 88
32 Renfrew	11,662 77	39,996 44	37,732 92	50,248 64	139,640 77
33 Simcoe	15,791 19	67,978 79	74,020 96	99,144 92	256,935 86
34 Stormont	4,944 39	24,883 02	20,149 03	16,261 61	66,238 05
35 Victoria	12,416 42	31,286 97	31,119 93	35,393 16	110,216 48
36 Waterloo	8,713 80	30,000 92	36,114 65	70,964 53	145,793 90
37 Welland	6,728 18	27,110 97	28,964 38	60,371 01	123,174 54
38 Wellington	14,547 14	45,102 10	48,530 71	73,344 27	181,524 22
39 Wentworth	9,368 66	28,636 06	38,331 35	145,900 21	222,837 08
40 York	18,919 95	59,762 21	101,244 81	213,910 71	393,837 68
41 Algoma	14,969 14	6,340 09	26,095 06	15,284 44	62,688 73
42 Kenora	1,984 48	.....	5,274 77	4,869 16	12,128 41
43 Manitoulin	13,368 01	5,300 00	9,786 04	9,931 96	38,385 01
44 Muskoka	21,187 53	12,562 05	16,269 31	21,628 32	71,947 21
45 Nipissing	6,898 33	1,554 80	15,290 70	4,507 23	28,251 06
46 Parry Sound	24,249 66	12,993 43	26,859 61	24,504 24	88,606 94
47 Rainy River	5,864 57	5,668 70	8,936 19	6,643 49	27,112 95
48 Sudbury	10,237 97	4,175 00	22,074 50	20,019 98	56,507 45
49 Timiskaming	11,450 74	4,620 00	28,776 15	18,593 12	63,440 01
50 Thunder Bay, etc	7,834 66	3,695 00	23,507 00	28,634 40	63,671 06
Totals	529,454 97	1,561,078 28	1,704,245 42	2,614,066 46	6,408,845 13

SCHOOLS—Continued

STATEMENT

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	45,739 16	41,063 38	565 52	14,932 67	102,300 73	38,644 36
2	96,975 86	19,244 36	1,802 26	27,310 65	145,333 13	64,498 75
3	68,049 56	35,566 60	1,043 50	23,233 34	127,893 00	27,122 85
4	51,150 92	3,852.57	437 34	12,226 11	67,666 94	27,432 63
5	47,468 39	16,595 02	787 86	9,271 28	74,122 55	14,022 57
6	63,193 32	29,145 03	1,065 63	23,141 08	116,545 06	52,541 89
7	67,620 89	11,916 52	1,132 59	19,221 98	99,891 98	39,699 98
8	56,346 13	4,712 68	977 78	11,495 17	73,531 76	33,302 67
9	37,137 27	5,337 53	287 50	7,309 56	50,071 86	10,666 93
10	122,471 40	12,960 58	956 64	34,317 22	170,705 84	56,731 57
11	41,745 14	2,482 84	553 33	10,319 67	55,100 98	37,953 32
12	20,200 33	1,656 50	334 61	3,897 98	26,089 42	6,445 88
13	33,170 59	4,545 57	1,224 07	7,916 87	46,857 10	21,224 33
14	95,299 10	11,253 65	1,045 73	20,809 94	128,408 42	68,647 21
15	107,998 60	15,384 24	1,602 86	37,402 34	162,388 04	51,862 46
16	77,454 83	20,227 66	1,749 33	23,528 73	122,960 55	71,783 84
17	96,944 65	10,298 40	1,216 03	23,575 92	132,035 00	47,507 49
18	51,516 42	3,622 01	848 26	10,786 10	66,772 79	21,395 39
19	104,507 83	8,452 99	792 91	21,258 04	135,011 77	58,100 74
20	50,108 57	4,876 39	346 71	15,296 51	70,628 18	24,152 54
21	41,348 43	20,348 99	2,187 56	14,293 43	78,178 41	40,244 72
22	107,605 93	33,024 19	1,280 18	31,282 95	173,193 25	76,282 95
23	55,825 22	11,790 13	840 02	15,990 58	84,445 95	57,706 23
24	109,983 54	11,533 34	1,537 74	24,549 24	147,603 86	52,825 85
25	68,895 46	8,675 59	1,022 26	20,953 85	99,547 16	31,346 96
26	73,317 10	26,268 30	980 61	22,902 97	123,468 98	62,829 36
27	46,498 33	7,206 34	533 23	14,770 00	69,007 90	32,346 72
28	67,502 15	12,395 64	632 41	18,619 63	99,149 83	40,290 58
29	49,244 58	13,667 28	693 73	7,996 69	71,602 28	25,942 63
30	43,359 48	3,993 68	489 35	10,784 16	58 626 67	17,650 15
31	36,316 39	5,844 67	308 62	6,597 55	49,067 23	16,497 65
32	71,498 97	10,681 35	1,121 71	17,925 30	101,227 33	38,413 44
33	121,221 13	17,053 15	2,229 87	33,435 17	173,939 32	82,996 54
34	40,640 93	5,028 88	260 22	8,945 69	54,875 72	11,362 33
35	60,273 52	9,771 33	813 83	17,386 84	88,245 52	21,970 96
36	58,556 73	6,791 76	1,461 37	15,845 87	82,655 73	63,138 17
37	48,338 59	23,305 26	676 38	10,255 58	82,575 81	40,598 73
38	86,801 07	6,700 81	1,447 53	24,467 30	119,416 71	62,107 51
39	56,287 24	58,745 12	2,190 62	21,521 66	138,744 64	84,092 44
40	123,854 21	93,694 55	1,869 32	40,800 33	260 218 41	133,619 27
41	32,050 19	8,564 62	639 39	9,417 24	50,671 44	12,017 29
42	4,725 00	3,907 73	50 35	2,123 02	10,806 10	1,322 31
43	20,144 27	4,041 55	225 89	4,085 83	28,497 54	9,887 47
44	39,365 25	7,811 34	526 05	10,031 07	57,733 71	14,213 50
45	17,965 96	1,355 57	290 38	4,066 25	23,678 16	4,572 90
46	50,815 45	8,965 87	960 53	11,755 55	72,497 40	16,109 54
47	15,783 87	2,895 96	345 34	4,621 95	23,647 12	3,465 83
48	25,465 79	10,403 95	399 26	8,965 10	45,234 10	11,273 35
49	27,250 51	12,703 15	1,221 63	10,939 74	52,115 03	11,324 98
50	24,512 36	23,183 14	765 56	9,048 89	57,509 95	6,161 11
	2,960,546 61	733,547 76	46,771 40	811 630 59	4,552,496 36	1,856,348 77

THE PUBLIC

V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
1 Belleville	1,527 85	55,411 22	7,539 02	64,478 09
2 Berlin	1,519 44	52,867 53	1,933 21	56,320 18
3 Brantford	3,227 74	75,795 41	8,690 10	87,713 25
4 Chatham	2,243 09	51,116 13	1,982 18	55,341 40
5 Fort William	3,246 99	101,880 04	984 73	106,111 76
6 Guelph	3,485 99	48,215 51	611 90	52,313 40
7 Hamilton	15,466 28	452,559 70	122,734 86	590,760 84
8 Kingston	3,491 05	58,846 72	3,769 25	66,107 02
9 London	10,699 93	354,840 81	4,091 92	369,632 66
10 Niagara Falls	1,106 32	60,436 81	420 55	61,963 68
11 Ottawa	10,327 41	414,741 55	13,805 52	438,874 48
12 Peterborough	5,433 35	127,700 00	20,114 98	153,248 33
13 Port Arthur	3,387 14	63,512 94	133,605 46	200,505 54
14 St. Catharines	1,549 02	60,617 25	4,635 18	66,801 45
15 St. Thomas	2,382 36	44,140 00	4,585 85	51,108 21
16 Sault Ste. Marie	1,896 43	109,838 00	8,614 50	120,348 93
17 Stratford	4,553 14	50,129 05	5,607 81	60,290 00
18 Toronto	45,124 51	1,851,619 00	14,238 21	1,910,981 72
19 Windsor	1,801 23	76,863 91	31,289 38	109,954 52
20 Woodstock	1,170 13	22,500 00	1,552 39	25,222 52
Totals	123,639 40	4,133,631 58	390,807 00	4,648,077 98
Towns				
1 Alexandria	69 76	1,286 70	1,626 25	2,982 71
2 Alliston	170 84	3,079 16	811 80	4,061 80
3 Almonte	217 84	4,407 91	842 25	5,468 00
4 Amherstburg	140 07	4,226 40	373 41	4,739 88
5 Arnprior	301 83	10,211 88	668 69	11,182 40
6 Aurora	237 74	4,800 00	67 33	5,105 07
7 Aylmer	315 08	6,511 23	330 76	7,157 07
8 Barrie	738 87	19,260 20	198 82	20,197 89
9 Blenheim	182 85	4,100 00	308 67	4,591 52
10 Blind River	371 17	2,990 28	21 81	3,383 26
11 Bonfield	386 62	358 67	96 37	841 66
12 Bothwell	75 77	993 04	65 16	1,133 97
13 Bowmanville	350 28	7,250 00	69 38	7,669 66
14 Bracebridge	698 12	7,853 87	24 86	8,576 85
15 Brampton	385 82	9,067 50	306 35	9,759 67
16 Brockville	1,769 66	31,200 00	327 26	33,296 92
17 Bruce Mines	330 26	1,430 00	118 36	1,878 62
18 Cache Bay	278 83	1,700 00	432 49	2,411 32
19 Campbellford	386 03	8,211 44	29 95	8,627 42
20 Carleton Place	435 93	7,233 54	193 87	7,863 34
21 Chesley	228 62	4,939 40	1,022 00	6,190 02
22 Clinton	1,110 63	5,700 00	34 38	6,845 01
23 Cobalt	716 84	24,807 76	5,209 32	30,733 92
24 Cobourg	511 75	8,750 00	812 09	10,073 84
25 Cochrane	374 57	2,735 00	811 99	3,921 56
26 Collingwood	870 03	25,693 99	2,198 81	28,762 83
27 Copper Cliff	688 33	49,289 83	8,218 42	58,196 58
28 Cornwall	1,480 13	11,805 25	279 57	13,564 95
29 Deseronto	290 28	5,644 37	118 23	6,052 88
30 Dresden	185 96	3,667 28	353 32	4,206 56
31 Dryden	686 04	3,531 06	67 42	4,284 52

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	18,172 66	28,219 97	.....	14,388 09	60,780 72	3,697 37
2	34,833 45	10,383 38	162 20	10,537 50	55,916 53	403 65
3	47,941 38	14,934 90	2,667 03	21,699 53	87,242 84	470 41
4	23,413 12	21,490 06	439 55	9,998 67	55,341 40	.....
5	44,665 33	41,152 10	4,663 44	14,598 89	105,079 76	1,032 00
6	29,523 50	9,303 76	312 13	13,174 01	52,313 40	.....
7	189,698 97	337,032 42	8,855 27	55,174 18	590,760 84	.....
8	40,219 81	8,187 26	656 88	17,043 07	66,107 02	.....
9	134,695 00	144,847 62	417 10	62,286 03	342,245 75	27,386 91
10	18,511 60	32,736 81	373 33	9,868 09	61,489 83	473 85
11	202,984 13	107,078 14	4,278 15	97,379 71	411,720 13	27,154 35
12	43,431 72	54,294,47	3,084 86	52,437 28	153,248 33	.....
13	31,943 81	146,653 05	2,387 38	14,837 70	195,821 94	4,683 60
14	23,804 25	30,092 38	710 00	12,038 95	66,645 58	155 87
15	37,453 50	872 17	1,995 25	10,783 64	51,104 56	3 65
16	25,375 50	77,352 70	2,602 43	12,938 72	118,269 35	2,079 58
17	29,555 51	15,265 75	3,767 99	11,700 75	60,290 00	.....
18	1,120,752 12	45,180 41	31,287 61	688,114 75	1,885,334 89	25,646 83
19	40,622 86	41,572 21	125 00	13,975 59	96,295 66	13,658 86
20	17,447 75	158 89	737 80	6,149 21	24,493 65	728 87
	2,155,045 97	1,166,808 45	69,523 40	1,149,124 36	4,540,502 18	107,575 80
1	1,013 76	.....	30 98	1,923 18	2,967 92	14 79
2	2,635 00	.....	.....	1,023 18	3,658 18	403 62
3	3,588 02	178 33	.....	1,371 81	5,138 16	329 84
4	3,460 00	265 00	45 21	900 05	4,670 26	69 62
5	6,110 00	751 23	9 28	2,266 81	9,137 32	2,045 08
6	3,931 00	.....	203 30	902 71	5,037 01	68 06
7	5,340 00	.....	.....	1,334 64	6,674 64	482 43
8	14,756 75	810 21	383 43	3,843 80	19,794 19	403 70
9	3,123 98	93 40	180 00	783 49	4,180 87	410 65
10	1,979 30	.....	53 50	654 46	2,687 26	696 00
11	600 00	.....	.....	98 00	698 00	143 66
12	925 00	.....	.....	208 97	1,133 97	.....
13	5,386 53	59 43	186 48	2,037 22	7,669 66	.....
14	5,920 00	414 61	20 00	2,221 43	8,576 04	81
15	6,229 03	210 95	129 93	2,462 56	9,032 47	727 20
16	17,343 51	9,969 74	538 86	5,239 71	33,091 82	205 10
17	1,593 75	.....	.....	244 97	1,838 72	39 90
18	1,332 50	.....	9 85	428 72	1,771 07	640 25
19	6,424 93	289 40	134 57	1,404 33	8,253 23	374 19
20	6,310 13	.....	.....	1,484 05	7,794 18	69 16
21	3,829 50	88 08	57 50	1,927 50	5,902 58	287 44
22	5,320 00	.....	48 29	1,339 06	6,707 35	137 66
23	10,511 55	13,998 73	343 87	4,417 66	29,271 81	1,462 11
24	6,546 50	1,156 47	.....	1,937 93	9,640 90	432 94
25	2,574 50	209 50	.....	1,067 76	3,851 76	69 80
26	16,045 17	722 35	331 59	11,663 72	28,762 83	.....
27	5,705 57	36,543 76	264 21	2,417 38	44,930 92	13,265 66
28	9,317 42	137 67	31 50	3,083 10	12,569 69	995 26
29	4,945 34	226 41	.....	828 36	6,000 11	52 77
30	3,002 80	187 09	96 97	728 27	4,015 13	191 43
31	3,025 00	426 05	48 42	649 15	4,148 62	135 90

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Continued	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
32 Dundas	584 00	9,575 00	384 10	10,543 10
33 Dunnville	373 15	6,250 00	111 84	6,734 99
34 Durham	675 30	3,607 75	684 22	4,967 27
35 Eastview	176 02	4,768 94	925 90	5,870 86
36 Englehart	325 77	4,400 17	1,705 00	6,430 94
37 Essex	191 62	4,091 29	890 68	5,173 59
38 Forest	202 62	4,400 00	448 95	5,051 57
39 Fort Frances	427 84	22,661 46	6,687 53	29,776 83
40 Galt	1,281 12	55,676 96	1,059 19	58,017 27
41 Gananoque	440 26	10,019 55	654 77	11,114 58
42 Goderich	555 27	10,940 23	2 37	11,497 87
43 Gore Bay	334 52	2,429 89	552 99	3,317 40
44 Gravenhurst	573 97	5,450 70	70 01	6,094 68
45 Haileybury	567 45	9,854 00	187 86	10,609 31
46 Hanover	290 74	7,675 00	1,103 11	9,068 85
47 Harriston	203 85	3,487 53	.....	3,691 38
48 Hawkesbury	90 99	1,947 36	5,527 69	7,566 04
49 Hespeler	607 84	8,414 93	1,003 58	10,026 35
50 Huntsville	582 15	4,727 87	519 94	5,829 96
51 Ingersoll	528 43	11,382 00	766 14	12,676 57
52 Kearney*	245 14	586 58	359 49	1,191 21
53 Keewatin	448 84	6,272 86	458 33	7,180 03
54 Kenora	1,005 60	19,602 20	359 95	20,967 75
55 Kincardine	292 62	5,291 00	731 40	6,315 02
56 Kingsville	559 93	5,390 50	107 50	6,057 93
57 Latchford	230 67	2,693 67	608 12	3,532 46
58 Leamington	326 28	17,152 12	5 90	17,484 30
59 Lindsay	734 52	16,324 65	586 38	17,645 55
60 Listowel	294 18	5,315 00	208 32	5,817 50
61 Little Current	391 73	3,070 67	213 35	3,675 75
62 Massey	863 62	2,054 05	129 79	3,047 46
63 Matheson	233 01	707 14	863 33	1,803 48
64 Mattawa	234 13	1,102 00	659 25	1,995 38
65 Meaford	374 37	8,100 00	470 94	8,945 31
66 Midland	680 39	18,995 00	1,760 27	21,435 66
67 Milton	197 75	3,649 72	2,108 02	5,955 49
68 Mitchell	273 92	4,850 00	59 74	5,183 66
69 Mount Forest	197 73	4,798 00	543 22	5,538 95
70 Napanee	904 00	8,800 00	193 60	9,897 60
71 New Liskeard	559 42	6,288 35	1,207 79	8,055 56
72 Newmarket	383 82	38,000 00	858 36	39,242 18
73 Niagara	240 11	3,007 60	65 15	3,312 86
74 North Bay	2,293 08	27,183 70	52,285 38	81,762 16
75 Oakville	250 62	6,064 88	67 95	6,383 45
76 Orangeville	436 05	7,955 61	507 45	8,899 11
77 Orillia	1,279 52	39,475 50	18,073 82	58,828 84
78 Oshawa	847 98	17,030 00	4,703 40	22,581 38
79 Owen Sound	1,643 30	57,000 74	32 79	58,676 83
80 Palmerston	203 20	3,784 45	179 60	4,167 25
81 Paris	1,148 35	8,800 00	949 00	10,897 35
82 Parkhill	141 08	2,645 00	28 27	2,814 35
83 Parry Sound	829 98	10,676 04	784 87	12,290 89
84 Pembroke	460 15	13,232 84	38 00	13,730 99
85*Penetanguishene	422 36	11,868 79	4,991 00	17,282 15
86 Perth	805 82	6,485 93	303 90	7,595 65

* Including Protestant Separate School.

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps apparatus and other equipment, prizes and school books	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
32	7,423 87	736 66	177 55	2,092 98	10,431 06	112 04
33	5,530 00	61 60	.....	1,085 24	6,676 84	58 15
34	3,064 92	16 00	.....	1,870 81	4,951 73	15 54
35	2,355 00	1,155 34	.....	2,298 10	5,808 44	62 42
36	1,834 25	779 27	97 41	2,826 16	5,537 09	893 85
37	3,705 28	.....	.....	937 80	4,643 08	530 51
38	3,289 25	545 45	.....	865 66	4,700 36	351 21
39	3,554 77	10,812 14	.....	2,192 09	16,559 00	13,217 83
40	20,902 09	29,676 96	210 50	6,830 97	57,620 52	396 75
41	7,792 64	1,105 56	.....	1,181 25	10,079 45	1,035 13
42	8,086 26	576 52	28 40	2,806 69	11,497 87	.....
43	2,058 10	149 65	72 35	776 29	3,056 39	261 01
44	4,396 24	180 00	.....	1,466 36	6,042 60	52 08
45	7,293 96	157 01	.....	2,700 26	10,151 23	458 08
46	5,107 00	267 02	46 70	3,172 39	8,593 11	475 74
47	2,959 00	5 00	14 29	713 09	3,691 38	.....
48	2,189 39	.....	26 71	350 79	2,566 89	4,999 15
49	6,846 25	623 31	.....	1,542 43	9,011 99	1,014 36
50	4,259 95	.....	88 64	1,042 95	5,391 54	438 42
51	8,452 00	.....	1,639 85	2,415 08	12,506 93	169 64
52	845 00	.....	.....	219 42	1,064 42	126 79
53	4,021 10	988 22	42 50	1,244 74	6,296 56	883 47
54	12,775 15	3,452 15	.....	4,737 90	20,965 20	2 55
55	4,300 00	.....	.....	1,208 51	5,508 51	806 51
56	4,455 00	151 00	194 91	1,237 08	6,037 99	19 94
57	1,622 09	158 98	176 15	1,444 68	3,401 90	130 56
58	5,934 25	10,030 25	.....	1,519 80	17,484 30	.....
59	13,354 00	.....	328 45	3,864 48	17,546 93	98 62
60	4,379 59	.....	147 45	1,173 22	5,700 26	117 24
61	2,301 25	40 70	23 60	472 43	2,837 98	837 77
62	2,670 00	.....	.....	368 11	3,038 11	9 35
63	675 00	652 18	.....	476 30	1,803 48	.....
64	924 05	155 00	32 25	272 21	1,383 51	611 87
65	6,344 94	288 72	269 43	1,303 15	8,206 24	739 07
66	15,464 50	547 29	820 42	3,753 86	20,586 07	849 59
67	2,945 00	2,045 20	.....	965 29	5,955 49	.....
68	4,119 80	.....	115 15	923 37	5,158 32	25 34
69	3,213 00	885 93	.....	1,424 98	5,523 91	15 04
70	6,888 10	1,372 38	.....	1,611 90	9,872 38	25 22
71	5,633 76	652 00	13 40	1,707 74	8,006 90	48 66
72	5,427 50	30,235 44	81 18	2,079 00	37,823 12	1,419 06
73	2,326 20	.....	22 16	790 79	3,139 15	173 71
74	19,467 07	53,538 68	803 29	7,953 12	81,762 16	.....
75	4,612 50	354 62	100 92	1,070 80	6,138 84	244 61
76	5,644 69	.....	.....	2,419 31	8,064 00	835 11
77	16,011 34	31,539 46	83 00	11,149 67	58,783 47	45 37
78	14,390 64	2,669 67	.....	5,521 07	22,581 38	.....
79	28,081 25	20,760 64	.....	9,583 93	58,425 82	251 01
80	2,961 71	144 47	43 03	1,013 03	4,162 24	5 01
81	7,107 50	.....	673 12	2,306 83	10,087 45	809 90
82	2,323 65	.....	.....	444 15	2,767 80	46 55
83	9,291 55	585 91	21 51	1,711 98	11,610 95	679 94
84	9,535 25	501 60	180 83	3,513 31	13,730 99	.....
85	7,130 50	184 15	14 75	9,400 97	16,730 37	551 78
86	5,554 00	.....	11 50	1,987 03	7,552 53	43 12

THE PUBLIC
V. TABLE, E—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
87 Petrolea	518 34	11,000 00	741 72	12,260 06
88 Picton	400 64	8,700 00	1,015 12	10,115 76
89 Port Hope	625 44	31,445 25	73 50	32,144 19
90 Powassan	336 78	2,700 00	388 76	3,425 54
91 Prescott	297 85	7,300 00	70 69	7,668 54
92 Preston	462 61	10,249 96	10,851 69	21,564 26
93 Rainy River	734 75	5,630 00	998 27	7,363 02
94 Renfrew	1,002 05	8,754 28	1,301 76	11,058 09
95 Ridgetown	254 73	4,400 00	193 73	4,848 46
96 Rockland	18 00	1,189 08	305 30	1,512 38
97 St. Mary's	437 92	8,664 50	36 50	9,138 92
98 Sandwich	117 30	4,138 00	768 93	5,024 23
99 Sarnia	1,085 88	24,133 20	24 50	25,243 58
100 Seaforth	217 73	5,211 61	173 95	5,603 29
101 Simcoe	452 92	10,240 38	305 68	10,998 98
102 Sioux Lookout	267 19	700 31	30 00	997 50
103 Smith's Falls	1,124 80	18,413 03	10 00	19,547 83
104 Southampton	190 08	4,438 24	7 20	4,635 52
105 Stayner	127 31	3,222 00	4,144 79	7,494 10
106 Steelton	760 00	14,006 00	3,514 65	18,280 65
107 Strathroy	400 47	6,000 00	167 87	6,568 34
108 Sturgeon Falls	282 91	4,120 18	93 45	4,496 54
109 Sudbury	628 28	27,244 00	14,774 53	42,646 81
110 Thessalon	518 73	4,236 96	114 98	4,870 67
111 Thornbury	96 43	2,257 30	9 92	2,363 65
112 Thorold	206 41	5,000 00	1,275 96	6,482 37
113 Tilbury	77 43	1,964 96	426 07	2,468 46
114 Tillsonburg	367 50	7,500 00	309 62	8,177,12
115 Timmins	.....	376 38	1,200 00	1,576 38
116 Trenton	434 61	9,700 00	1,593 56	11,728 17
117 Trout Creek	723 94	1,120 00	290 94	2,134 88
118 Uxbridge	186 41	4,200 00	492 36	4,878 77
119 Vankleek Hill	100 43	2,342 31	2,406 77	4,849 51
120 Walkerton	271 15	4,290 66	172 55	4,734 36
121 Walkerville	498 96	14,600 00	2,506 69	17,605 65
122 Wallaceburg	353 15	14,354 90	235 66	14,943 71
123 Waterloo	471 58	14,997 58	1,583 16	17,052 32
124 Webbwood	342 52	2,290 58	37 84	2,670 94
125 Welland	724 41	27,000 00	11,292 96	39,017 37
126 Whitby	246 74	5,600 00	617 74	6,464 48
127 Wiarton	239 18	6,384 27	87 37	6,710 82
128 Wingham	302 50	4,642 29	426 08	5,370 87
Totals	61,338 79	1,223,509 19	209,901 71	1,494,749 69
Totals				
1 Rural Schools	529,454 97	3,265,323 70	2,614,066 46	6,408,845 13
2 Cities	123,639 40	4,133,631 58	390,807 00	4,648,077 98
3 Towns	61,338 79	1,223,509 19	209,901 71	1,494,749 69
4 Villages	23,278 75	368,575 25	175,343 47	567,197 47
5 Grand Totals, 1913	737,711 91	8,991,039 72	3,390,118 64	13,118,870 27
6 Grand Totals, 1912	790,432 78	8,721,631 73	3,559,172 93	13,071,237 44
7 Increases	.....	269,407 99	.....	47,632 83
8 Decreases	52,720 87	.....	169,054 29	.....
9 Percentages	5.62	68.53	25.84	.....

Cost per pupil, enrolled attendance: Rural Schools, $21.78; Cities, $38.6;

SCHOOLS—Concluded
STATEMENT—Concluded

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
87	9,090 82	.....	.....	2,990 88	12,081 70	178 36
88	6,778 45	178 21	.....	2,824 85	9,781 51	334 25
89	8,145 00	22,019 23	.....	1,979 96	32,144 19	.....
90	1,755 55	.....	.....	297 43	2,052 98	1,372 56
91	4,375 00	1,644 17	136 16	1,418 20	7,573 53	95 01
92	8,488 00	10,241 78	111 80	2,618 68	21,460 26	104 00
93	4,680 10	240 31	25 68	2,401 52	7,347 61	15 41
94	6,744 50	.....	43 80	4,269 79	11,058 09	.....
95	3,805 00	.....	38 89	783 70	4,627 59	220 87
96	1,109 33	26 65	25 54	215 83	1,377 35	135 03
97	5,874 00	45 85	.....	3,097 01	9,016 86	122 06
98	2,427 16	412 96	.....	860 49	3,700 61	1,323 62
99	18,950 64	174 50	502 17	5,475 42	25,102 73	140 85
100	3,931 25	.....	.....	1,426 61	5,357 86	245 43
101	7,336 93	1,430 98	.....	2,231 07	10,998 98	.....
102	700 00	.....	30 00	267 50	997 50	.....
103	14,322 75	240 00	145 17	4,349 08	19,057 00	490 83
104	3,695 00	15 00	.....	864 15	4,574 15	61 37
105	2,010 00	.....	49 92	1,962 89	4,022 81	3,471 29
106	8,846 14	4,898 92	.....	4,479 45	18,224 51	56 14
107	5,165 00	.....	.....	1,301 64	6,466 64	101 70
108	2,960 33	45 17	76 25	1,297 82	4,379 57	116 97
109	7,050 00	27,308 70	68 05	2,085 27	36,512 02	6,134 79
110	3,915 00	.....	.....	955 67	4,870 67	.....
111	1,718 56	.....	.....	515 04	2,233 60	130 05
112	3,920 21	1,458 02	.....	1,071 50	6,449 73	32 64
113	1,503 00	23 05	100 00	279 82	1,905 87	562 59
114	5,695 60	.....	.....	2,372 18	8,067 78	109 34
115	730 00	76 95	.....	769 43	1,576 38	.....
116	6,629 52	.....	.....	2,469 60	9,099 12	2,629 05
117	1,173 48	71 80	.....	427 32	1,672 60	462 28
118	3,650 50	524 37	.....	683 46	4,858 33	20 44
119	2,458 69	.....	.....	660 45	3,119 14	1,730 37
120	3,857 42	.....	50 55	736 98	4,644 95	89 41
121	10,252 88	776 90	3,551 81	2,786 26	17,367 85	237 80
122	7,255 50	2,645 33	.....	5,042 88	14,943 71	.....
123	10,280 50	115 20	333 76	4,258 77	14,988 23	2,064 09
124	1,710 05	209 16	27 56	601 50	2,548 27	122 67
125	11,795 70	10,205 54	853 79	4,223 73	27,078 76	11,938 61
126	4,262 00	35 09	40 35	2,127 04	6,464 48	.....
127	5,043 31	503 85	201 01	962 65	6,710 82	.....
128	3,815 00	.....	38 67	1,090 87	4,944 54	426 33
	750,565 56	361,088 23	16,200 07	272,469 92	1,400,323 78	94,425 91
1	2,960,546 61	733,547 76	46,771 40	811,630 59	4,552,496 36	1,856,348 77
2	2,155,045 97	1,166,808 45	69,523 40	1,149,124 36	4,540,502 18	107,575 80
3	750,565 56	361,088 23	16,200 07	272,469 92	1,400,323 78	94,425 91
4	284,483 93	98,406 61	6,214 83	87,616 64	476,722 01	90,475 46
5	6,150,642 07	2,359,851 05	138,709 70	2,320,841 51	10,970,044 33	2,148,825 94
6	5,652,747,31	2,469,767 44	152,547 51	1,955,674 01	10,230,736 27	2,840,501 17
7	497,894 76	.....	.....	365,167 50	739,308 06	.....
8	.....	109,916 39	13,837 81	.....	.....	691,675 23
9	56.07	21.51	1.26	21.15	.....	.....

Towns, $21.84; Villages, $18.42; Province, $26.34.

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Rural Schools	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Bruce	9	1,209 37	7,684 82	4,963 80	13,857 99
2 Carleton	17	432 37	10,099 89	3,356 99	13,889 25
3 Essex	26	1,068 97	17,301 37	5,963 70	24,334 04
4 Frontenac	11	1,517 78	4,676 35	1,569 81	7,763 94
5 Grey	7	498 69	3,746 82	1,504 49	5,750 00
6 Hastings	7	737 84	2,894 09	1,664 27	5,296 20
7 Huron	9	778 41	5,971 19	2,524 93	9,274 53
8 Kent	7	490 55	4,482 01	1,275 03	6,247 59
9 Lambton	1	151 05	697 13	506 10	1,354 28
10 Lanark	3	203 82	1,314 10	764 80	2,282 72
11 Leeds and Grenville	2	138 78	493 94	120 56	753 28
12 Lennox and Addington	2	293 06	709 86	381 68	1,384 60
13 Middlesex	5	431 15	2,529 60	1,248 65	4,209 40
14 Norfolk	1	146 53	791 98	411 42	1,349 93
15 Northumberland & Durham	6	594 26	2,567 80	3,509 29	6,671 35
16 Ontario	1	136 53	213 09	965 06	1,314 68
17 Peel	1	71 53	565 28	115 72	752 53
18 Perth	6	735 71	4,552 60	2,529 62	7,817 93
19 Peterborough	2	223 04	1,583 13	397 42	2,203 59
20 Prescott and Russell	90	.....	58,706 83	32,479 89	91,186 72
21 Renfrew	11	1,241 03	4,342 41	5,544 02	11,127 46
22 Simcoe	3	424 31	3,498 70	671 37	4,594 38
23 Stormont, Dundas and Glengarry	16	884 31	8,965 21	12,033 48	21,883 00
24 Victoria	2	233 06	1,193 66	160 98	1,587 70
25 Waterloo	7	679 53	6,338 21	4,647 65	11,665 39
26 Wellington	6	535 17	3,170 60	1,527 30	5,233 07
27 Districts	41	4,722 70	20,959 71	14,133 41	39,815 82
Totals	299	18,579 55	180,050 38	104,971 44	303.601 37
Cities					
1 Belleville	1	170 00	3,588 87	727 89	4,486 76
2 Berlin	2	385 00	11,178 69	26,867 98	38,431 67
3 Brantford	2	241 00	4,521 35	2,605 27	7,367 62
4 Chatham	1	216 50	6,978 93	5,008 68	12,204 11
5 Fort William	3	894 91	13,495 66	13,649 60	28,040 17
6 Guelph	4	290 00	7,340 65	3,306 35	10,937 00
7 Hamilton	11	1,249 40	24,439 40	156,611 72	182,300 52
8 Kingston	3	450 00	9,419 94	2,927 83	12,797 77
9 London	8	737 50	16,116 68	15,219 08	32,073 26
10 Niagara Falls	1	104 00	1,764 02	625 85	2,493 87
11 Ottawa	33	.....	196,789 72	25,547 20	222,336 92
12 Peterborough	4	585 50	9,836 00	2,306 93	12,728 43
13 Port Arthur	2	600 91	11,500 00	12,807 78	24,908 69
14 St. Catharines	3	281 00	5,743 59	2,993 62	9,018 21
15 St. Thomas	1	154 00	4,462 76	950 19	5,566 95
16 Sault Ste. Marie	2	434 91	8,563 14	21,644 88	30,642 93
17 Stratford	1	313 37	5,281 57	4,411 16	10,006 10
18 Toronto	26	4,332 50	145,817 00	109,645 55	259,795 05
19 Windsor	4	659 00	17,667 12	3,713 29	22,039 41
20 Woodstock	1	75 50	1,347 83	71 90	1,495 23
Totals	113	12,175 00	505,852 92	411,642 75	929,670 67

SEPARATE SCHOOLS

STATEMENT, ETC.

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	6,822 50	987 67	43 47	2,504 68	10,358 32	3,499,67
2	7,684 65	1,907 57	204 80	1,770 09	11,567 11	2,322 14
3	14,355 31	2,665 37	361 46	3,803 81	21,185 95	3,148 09
4	4,961 36	447 36	56 09	1,315 59	6,780 40	983 54
5	3,351 39	147 80	16 75	880 44	4,396 38	1,353 62
6	3,127 50	280 13	71 51	953 65	4,432 79	863 41
7	4,837 00	985 86	103 33	1,105 66	7,031 85	2,242 68
8	3,855 00	451 45	175 96	911 58	5,393 99	853 60
9	563 65	26 00	20 00	149 75	759 40	594 88
10	1,183 00	378 45	.....	338 36	1,899 81	382 91
11	514 52	6 15	.....	73 99	594 66	158 62
12	900 00	14 96	11 00	254 96	1,180 92	203 68
13	2,489 64	150 17	32 30	591 60	3,263 71	945 69
14	600 00	258 90	8 96	118 70	986 56	363 37
15	2,708 60	3,253 39	7 70	286 67	6,256 36	414 99
16	600 00	344 50	9 50	114 27	1,068 27	246 41
17	500 00	128 11	14 15	26 53	668 79	83 74
18	4,035 45	703 99	43 32	1,659 89	6,442 65	1,375 28
19	1,045 00	596 19	27 00	277 02	1,945 21	258 38
20	45,301 54	11,951 29	606 92	7,604 20	65,463 95	25,722 77
21	5,460 26	2,918 97	33 32	1,022 50	9,435 05	1,692 41
22	2,209 00	1,450 55	.....	850 67	4,510 22	84 16
23	8,555 96	980 45	148 19	9,272 79	18,957 39	2,925 61
24	1,199 00	28 53	11 26	120 75	1,359 54	228 16
25	4,858 03	1,871 11	107 85	1,043 30	7,880 29	3,785 10
26	2,998 31	70 25	45 44	768 86	3,882 86	1,350 21
27	20,728 42	6,501 67	364 57	7,516 93	35,111 59	4,704 23
	155,445 09	39,506 84	2,524 85	45,337 24	242,814 02	60,787 35
1	1,550 00	1,500 00	.....	1,064 49	4,114 49	372 27
2	4,567 07	23,314 86	468 30	8,584 74	36,934 97	1,496 70
3	1,800 00	2,723 62	309 25	1,942 82	6,775 69	591 93
4	2,754 19	1,620 86	40 00	780 90	5,195 95	7,008 16
5	10,377 66	12,684 19	125 00	4,853 32	28,040 17	.....
6	3,852 00	1,911 17	188 82	2,720 54	8,672 53	2,264 47
7	11,250 00	159,211 35	1,200 10	9,189 90	180,851 35	1,449 17
8	6,262 02	542 52	219 35	4,331 30	11,355 19	1,442 58
9	7,319 00	19,463 26	865 61	3,229 84	30,877 71	1,195 55
10	1,245 18	100 00	75 00	437 69	1,857 87	636 00
11	89,852 87	39,157 88	510 12	91,255 09	220,775 96	1,560 96
12	6,499 42	1,513 75	.....	3,859 40	11,872 57	855 86
13	6,440 17	7,965 19	20 00	10,172 74	24,598 10	310 59
14	2,700 00	2,872 95	16 20	3,317 56	8,906 71	111 50
15	1,680 00	1,828 49	78 19	1,251 00	4,837 68	729 27
16	3,450 00	13,347 63	85 00	1,218 10	18,100 73	12,542 20
17	2,811 95	4,927 97	66 72	1,590 80	9,397 44	608 66
18	50,993 51	101,432 93	41 37	69,919 65	222,387 46	37,407 59
19	6,130 00	3,583 14	.....	5,435 26	15,148 40	6,891 01
20	885 00	308 30	.....	269 79	1,463 09	32 14
	222,420 04	400,010 06	4,309 03	225,424 93	852,164 06	77,506 61

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Alexandria	2	195 00	4,372 23	542 44	5,109 67
2 Almonte	1	90 00	990 90	1,035 48	2,116 38
3 Amherstburg	2	149 50	2,609 84	2,881 04	5,640 38
4 Arnprior	2	205 00	4,182 93	1,335 34	5,723 27
5 Barrie	1	81 00	2,620 67	126 22	2,827 89
6 Blind River	1	.....	2,903 10	146 84	3,049 94
7 Bonfield	1	.....	836 46	1,308 77	2,145 23
8 Brockville	1	175 75	3,760 00	.....	3,935 75
9 Cache Bay	1	.....	1,285 55	43 48	1,329 03
10 Chelmsford	1	.....	2,043 66	14 87	2,058 53
11 Cobalt	2	.....	3,851 19	12,175 89	16,027 08
12 Cobourg	1	126 00	1,600 00	110 29	1,836 29
13 Cochrane	1	.....	2,745 00	1,893 82	4,638 82
14 Collingwood	1	80 00	2,609 81	11 71	2,701 52
15 Cornwall	3	390 00	6,448 76	1,072 63	7,911 39
16 Dundas	1	88 00	1,099 53	1,075 01	2,262 54
17 Eastview	1	.....	5,552 20	8,404 70	13,956 90
18 Fort Frances	1	140 91	2,900 00	1,096 70	4,137 61
19 Galt	1	63 50	1,502 60	306 40	1,872 50
20 Goderich	1	58 00	687 35	114 52	859 87
21*Haileybury	1	180 00	4,835 63	3,818 46	8,834 09
22 Hanover	1	25 00	886 75	31 91	943 66
23 Hawkesbury	2	.....	4,668 52	1,086 16	5,754 68
24 Ingersoll	1	70 00	1,025 40	116 87	1,212 27
25 Kearney	1	114 66	560 77	358 10	1,033 53
26 Keewatin	1	165 66	747 95	136 84	1,050 45
27 Kenora	1	161 91	2,000 00	1,306 32	3,468 23
28 Lindsay	2	225 00	4,045 59	328 24	4,598 83
29 Massey	1	.....	1,046 92	854 48	1,901 40
30 Mattawa	1	740 11	3,150 00	2,718 41	6,608 52
31 Mount Forest	1	46 00	799 29	667 99	1,513 28
32 New Liskeard	1	125 91	1,121 33	113 95	1,361 19
33 Newmarket	1	44 00	933 48	458 41	1,435 89
34 North Bay	3	685 91	12,232 23	745 94	13,664 08
35 Oakville	1	35 00	636 85	574 04	1,245 89
36 Orillia	1	117 00	2,678 31	3,102 95	5,898 26
37 Oshawa	1	56 00	1,067 35	12 11	1,135 46
38 Owen Sound	1	104 00	2,410 37	940 59	3,454 96
39 Paris	1	38 00	806 22	6,487 26	7,331 48
40 Parkhill	1	33 00	506 00	230 95	769 95
41 Pembroke	1	215 50	5,872 76	1,812 69	7,900 95
42 Perth	1	170 00	1,570 00	363 97	2,103 97
43 Picton	1	38 00	523 75	979 37	1,541 12
44 Prescott	1	91 00	2,279 06	2,300 52	4,670 58
45 Preston	1	108 50	1,793 74	17,434 20	19,336 44
46 Rainy River	1	116 81	1,107 57	38 50	1,262 88
47 Renfrew	1	167 00	3,611 60	4,024 19	7,802 79
48 Rockland	2	.....	5,212 35	189 26	5,401 61
49 St. Mary's	1	44 25	693 19	686 81	1,424 25
50 Sandwich	2	944 25	3,400 00	1,858 61	6,202 86

*Figures, except legislative grant, of preceding year; no report received.

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Continued

	Expenditure					Balances
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2,615 00	683 76	53 00	1,655 05	5,006 81	102 86
2	1,110 00	178 43	.....	240 00	1,528 43	587 95
3	1,825 00	855 59	7 50	2,949 27	5,637 36	3 02
4	2,651 00	1,450 00	53 74	667 71	4,822 45	900 82
5	1,050 00	388 51	30 22	515 62	1,984 35	843 54
6	1,600 00	851 10	.....	482 30	2,933 40	116 54
7	912 25	.....	.....	152 11	1,064 36	1,080 87
8	2,400 00	300 00	.....	1,235 75	3,935 75	.....
9	680 00	167 90	137 61	146 40	1,131 91	197 12
10	1,450 00	.....	.....	507 23	1,957 23	101 30
11	5,438 50	2,985 67	.....	5,020 37	13,444 54	2,582 54
12	1,200 00	68 01	407 42	.....	1,675 43	160 86
13	2,526 25	660 28	257 29	195 00	3,638 82	1,000 00
14	1,100 00	1,000 00	23 14	560 15	2,683 29	18 23
15	5,721 82	470 71	75 00	1,590 14	7,857 67	53 72
16	600 00	324 76	13 68	617 86	1,556 30	706 24
17	2,650 00	4,755 19	63 18	4,805 05	12,273 42	1,683 48
18	1,090 00	1,923 08	.....	432 43	3,445 51	692 10
19	1,000 00	314 95	.....	238 59	1,553 54	318 96
20	500 00	116 34	30 06	152 86	799 26	60 61
21	3,150 00	.....	15 50	5,668 59	8,834 09	.....
22	555 00	64 79	27 44	45 00	692 23	251 43
23	3,500 00	723 46	183 64	1,247 14	5,654 24	100 44
24	615 00	130 80	30 97	353 60	1,130 37	81 90
25	420 25	128 82	37 50	245 64	832 21	201 32
26	520 00	85 11	20 05	163 40	788 56	261 89
27	1,400 00	108 49	44 00	1,122 96	2,675 45	792 78
28	2,950 00	454 60	.....	1,194 23	4,598 83	.....
29	815 00	266 45	.....	185 23	1,266 68	634 72
30	1,850 00	1,084 08	55 00	1,198 07	4,187 15	2,421 37
31	615 00	101 19	18 77	416 23	1,151 19	362 09
32	635 00	139 53	.....	206 15	980 68	380 51
33	560 00	20 30	.....	149 70	730 00	705 89
34	6,629 75	2,782 36	157 83	1,318 58	10,888 52	2,775 56
35	460 00	144 04	.....	462 67	1,066 71	179 18
36	1,200 00	1,726 75	118 25	839 38	3,884 38	2,013 88
37	600 00	341 78	.....	187 30	1,129 08	6 38
38	1,330 00	732 00	542 75	649 68	3,254 43	200 53
39	600 00	5,860 83	14 15	253 05	6,728 03	603 45
40	500 00	.....	.....	189 58	689 58	80 37
41	3,274 00	2,830 66	.....	1,075 81	7,180 47	720 48
42	1,260 00	275 50	.....	316 00	1,851 50	252 47
43	500 00	130 00	4 80	112 70	747 50	793 62
44	1,299 96	.....	.....	854 15	2,154 11	2,516 47
45	1,200 00	17,601 61	.....	249 62	19,051 23	285 21
46	825 00	.....	.....	426 57	1,251 57	11 31
47	2,190 00	1,254 51	48 89	4,186 71	7,680 11	122 68
48	3,540 00	1,161 61	175 00	525 00	5,401 61	.....
49	700 00	141 35	6 20	168 60	1,016 15	408 10
50	2,846 25	1,599 75	9 90	621 79	5,077 69	1,125 17

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Number of Schools	Receipts: Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
51 Sarnia	2	236 50	3,084 25	2,692 99	6,013 74
52 Seaforth	1	50 50	780 40	359 58	1,190 48
53 Steelton	1	327 91	6,302 31	3,341 83	9,972 05
54 Sturgeon Falls	1	.....	5,300 00	582 37	5,882 37
55 Sudbury	2	423 91	7,120 00	5,867 80	13,411 71
56 Thorold	1	67 00	961 90	580 30	1,609 20
57 Tilbury	1	86 00	1,798 38	1,875 99	3,760 37
58 Trenton	1	102 00	1,300 00	229 91	1,631 91
59 Vankleek Hill	1	81 00	1,254 00	593 02	1,928 02
60 Walkerton	1	98 00	1,225 76	1,044 99	2,368 75
61 Walkerville	1	61 00	703 30	120 44	884 74
62 Wallaceburg	1	427 32	2,857 12	2,491 86	5,776 30
63 Waterloo	1	94 00	2,821 98	192 68	3,108 66
64 Whitby	1	20 00	368 52	1,208 17	1,596 69
Totals	78	8,780 27	162,702 68	108,656 18	280,139 13
Totals					
1 Rural Schools	299	18,579 55	180,050 38	104,971 44	303,601 37
2 Cities	113	12,175 00	505,852 92	411,642 75	929,670 67
3 Towns	78	8,780 27	162,702 68	108,656 18	280,139 13
4 Villages	17	903 50	16,733 88	9,896 10	27,533 48
5 Grand Totals, 1913	507	40,438 32	865,339 86	635,166 47	1,540,944 65
6 Grand Totals, 1912	513	51,845 72	757,255 15	377,713 59	1,186,814 46
7 Increases	....	.....	108,084 71	257,452 88	354,130 19
8 Decreases	6	11,407 40	.....	.....	.....
9 Percentages	....	2.62	56.15	41.22	.....

Cost per pupil, enrolled attendance: Rural Schools, $14.98; Cities, $28.78

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Concluded

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
51	1,760 00	726 00	132 00	227 74	2,845 74	3,168 00
52	800 00	40 00	33 58	230 24	1,103 82	86 66
53	3,547 50	2,110 39	86 30	1,379 04	7,123 23	2,848 82
54	3,096 00	1,664 12	18 00	1,104,25	5,882 37	.....
55	4,610 00	686 43	136 70	7,978 58	13,411 71	.....
56	900 00	.....	.....	526 81	1,426 81	182 39
57	1,088 68	386 22	20 75	338 71	1,834 36	1,926 01
58	500 00	.....	8 70	1,121 01	1,629 71	2 20
59	1,000 00	278 00	61 79	250 00	1,589 79	338 23
60	1,100 00	41 40	3 25	1,028 81	2,173 46	195 29
61	500 00	.....	.....	219 20	719 20	165 54
62	1,000 00	450 00	.....	1,295 78	2,745 78	3,030 52
63	1,200 00	1,024 87	55 65	810 91	3,091 43	17 23
64	500 00	850 00	179 10	.....	1,529 10	67 59
	106,262 21	65,642 08	3,398 30	63,308 10	238,610 69	41,528 44
1	155,445 09	39,506 84	2,524,85	45,337 24	242,814 02	60,787 35
2	222,420 04	400,010 06	4,309 03	225,424 93	852,164 06	77,506 61
3	106,262 21	65,642 08	3,398 30	63,308 10	238,610 69	41,528 44
4	13,485 32	4,820 05	225 42	3,743 44	22,274 23	5,259 25
5	497,612 66	509,979 03	10,457 60	337,813 71	1,355,863 00	185,081 65
6	456,799 92	308,193 45	15,206 93	263,023 61	1,043,223 91	143,590 55
7	40,812 74	201,785 58	.....	74,790 10	312,639 09	41,491 10
8	.....	.....	4,749 33	.....	.....	.....
9	36.70	37.61	.77	24.91	.....	.....

Towns, $14.55; Villages, $13.93; Province, $21.25.

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	No. who have ever attended a Model School in Ont.	No. who have ever attended a Normal Sch'l in Ont.	No. who have ever attended the Normal College or F. of E. in Ont.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Bruce	15	2	13	575	445	.....	7	1	....	1	7	1	....
2 Carleton	21	....	21	.....	389	8	7	.....	....	....	6	6	2
3 Essex	32	3	29	517	480	17	8	.....	....	....	7	16	2
4 Frontenac	11	....	11	.....	429	6	5	.....	....	....	5	6	....
5 Grey	6	....	6	.....	533	2	3	1	....	1	3	2	....
6 Hastings	7	....	7	.....	450	4	3	.....	....	....	3	4	....
7 Huron	10	....	10	.....	500	1	8	.....	....	....	8	.....	....
8 Kent	8	2	6	600	458	4	2	2	....	1	3	4	....
9 Lambton	1	....	1	.....	575	.....	1	.....	....	....	1	.....	....
10 Lanark	3	....	3	.....	408	1	1	.....	....	....	1	1	....
11 Leeds and Gren.	2	....	2	.....	337	1	.....	.....	....	....	....	1	....
12 Lennox and Add.	2	....	2	.....	450	1	1	.....	....	....	1	1	....
13 Middlesex	5	....	5	.....	490	.....	4	.....	....	....	4	.....	....
14 Norfolk	1	....	1	.....	600	.....	1	.....	....	....	1	.....	....
15 Northumberland and Durham.	6	....	6	.....	483	1	5	.....	....	....	3	3	....
16 Ontario	1	....	1	.....	600	.....	1	.....	....	....	1	.....	....
17 Peel	1	....	1	.....	500	.....	1	.....	....	....	1	.....	....
18 Perth	8	1	7	550	501	1	7	.....	....	....	7	1	....
19 Peterborough	2	....	2	.....	575	1	1	.....	....	....	1	1	....
20 Prescott & Russell	117	5	112	485	391	86	3	.....	....	....	5	65	31
21 Renfrew	13	....	13	.....	393	2	6	.....	....	....	5	1	1
22 Simcoe	6	....	6	.....	375	2	4	.....	....	....	4	2	....
23 Stormont, Dundas and Glengarry	22	....	22	.....	430	9	6	1	....	1	4	9	4
24 Victoria	2	....	2	.....	625	.....	2	.....	....	....	2	.....	....
25 Waterloo	12	1	11	650	391	3	3	.....	....	....	3	3	....
26 Wellington	6	....	6	.....	533	2	3	1	....	1	3	2	....
27 Districts	54	3	51	408	404	18	2	.....	....	....	2	8	8
Totals	374	17	357	515	425	170	95	6	....	5	91	137	48
Cities													
1 Belleville	7	....	7	.....	221	5	3	.....	....	....	3	1	....
2 Berlin	14	....	14	.....	416	3	8	.....	....	....	5	3	....
3 Brantford	8	....	8	.....	225	8	.....	.....	....	....	.....	.....	....
4 Chatham	7	....	7	.....	396	3	7	.....	....	....	5	1	....
5 Fort William	17	....	17	.....	629	.....	12	2	....	2	12	.....	....
6 Guelph	10	1	9	500	350	5	3	.....	....	....	5	4	....
7 Hamilton	44	1	43	1,000	238	30	14	3	3	3	11	6	....
8 Kingston	15	1	14	1,000	355	11	10	.....	....	....	9	1	....
9 London	23	....	23	.....	320	2	20	.....	....	....	20	2	....
10 Niagara Falls	4	....	4	.....	412	1	4	.....	....	....	4	.....	....
11 Ottawa	191	41	150	721	432	92	74	.....	....	....	74	74	14
12 Peterborough	21	....	21	.....	312	3	14	1	....	1	14	3	....
13 Port Arthur	10	....	10	.....	695	.....	7	1	....	1	7	2	....
14 St. Catharines	9	....	9	.....	300	4	4	.....	....	....	4	1	....
15 St. Thomas	6	....	6	.....	333	3	2	1	....	1	2	1	....
16 Sault Ste. Marie	7	....	7	.....	493	.....	5	.....	....	....	5	1	....
17 Stratford	8	....	8	.....	350	5	3	.....	....	....	3	.....	....
18 Toronto	138	21	117	425	383	25	50	6	....	6	73	7	2
19 Windsor	23	....	23	.....	315	5	12	.....	....	....	12	4	....
20 Woodstock	3	....	3	.....	300	.....	3	.....	....	....	3	.....	....
Totals	565	65	500	636	384	205	255	14	3	14	271	111	16

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading: First Reader, Part I, or Primer	Reading: First Reader, Part II, or 1st Book	Reading: Second Book	Reading: Third Book	Reading: Fourth Book	Reading: Beyond 4th Book	Art
1	.....	6	686	368	318	500	74	134	102	132	154	157	7	675
2	6	1	939	458	481	554	59	344	151	184	134	116	10	680
3	6	1	1,623	819	804	956	59	611	214	305	286	196	11	1,481
4	.....	.....	319	178	141	191	60	43	46	49	59	114	8	319
5	.....	.....	257	134	123	144	56	52	44	55	55	50	1	237
6	.....	.....	195	88	107	112	57	33	26	46	53	35	2	149
7	2	.....	338	172	166	216	64	62	36	73	78	74	15	338
8	.....	.....	324	144	180	177	55	108	55	42	56	55	8	258
9	.....	.....	51	23	28	29	57	8	9	7	11	13	3	51
10	1	.....	83	38	45	53	64	16	8	15	20	22	2	83
11	1	.....	23	12	11	14	61	6	4	2	3	8	.....	18
12	.....	.....	62	32	30	33	53	17	17	13	7	8	.....	62
13	1	.....	107	52	55	65	61	18	10	19	19	40	1	107
14	.....	.....	63	27	36	44	70	8	6	22	13	14	.....	63
15	.....	.....	140	80	60	88	63	21	15	21	32	51	.....	140
16	.....	.....	54	25	29	36	67	14	8	12	8	12	.....	54
17	.....	.....	27	15	12	19	70	9	4	4	4	5	1	27
18	.....	.....	322	173	149	223	69	54	53	65	74	73	3	322
19	.....	.....	93	60	33	62	67	18	10	16	17	32	.....	93
20	14	2	5,881	2,946	2,935	3,607	61	2,400	1,142	1,108	746	436	49	4,946
21	5	1	582	273	309	306	53	185	101	128	69	75	24	562
22	.....	.....	223	113	110	152	68	62	44	40	31	45	1	223
23	4	.....	948	479	469	536	57	385	157	134	124	102	46	720
24	.....	.....	102	55	47	71	70	14	14	17	21	36	.....	102
25	2	4	456	243	213	299	66	124	78	82	111	61	.....	434
26	.....	.....	170	87	83	99	58	29	12	38	32	58	1	147
27	32	4	2,140	1,052	1,088	1,102	51	962	406	355	289	126	2	1,141
	74	19	16,208	8,146	8,062	9,688	59.77	5,737	2,772	2,984	2,506	2,014	195	13,432
1	1	2	341	150	191	234	69	106	49	41	50	95	.....	341
2	1	5	719	377	342	530	74	139	137	132	155	156	.....	719
3	.....	8	408	197	211	328	80	149	75	44	75	65	.....	408
4	.....	1	390	178	212	253	65	132	47	49	85	77	.....	390
5	1	2	865	447	418	597	69	279	217	183	118	68	.....	865
6	.....	1	459	258	201	331	72	115	60	95	108	81	.....	459
7	.....	24	2,137	1,099	1,038	1,709	80	741	316	283	387	258	152	2,073
8	.....	5	671	371	300	485	72	145	136	113	123	154	.....	671
9	.....	1	941	477	464	704	75	206	182	181	163	161	48	893
10	.....	.....	187	101	86	109	58	49	32	51	26	29	.....	187
11	15	14	10,195	5,070	5,125	6,642	65	3,264	1,842	2,135	1,555	1,133	266	10,015
12	2	1	902	489	413	650	72	239	179	124	178	182	.....	902
13	.....	.....	492	241	251	340	69	122	107	106	87	70	.....	492
14	.....	4	407	213	194	294	72	92	38	88	100	89	.....	407
15	.....	2	246	135	111	189	72	53	41	36	40	76	.....	246
16	1	.....	329	159	170	240	73	84	39	88	67	51	.....	329
17	.....	5	338	206	132	269	80	92	47	48	79	72	.....	338
18	.....	50	8,224	4,447	3,777	5,178	63	1,670	1,585	1,711	1,797	989	472	8,224
19	.....	7	1,251	643	608	904	72	324	234	313	230	150	.....	1,251
20	.....	.....	110	48	62	74	67	44	3	24	16	23	.....	110
	21	132	29,612	15,306	14,306	20,060	67.74	8,045	5,366	5,845	5,439	3,979	938	29,320

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Bruce	563	654	669	648	301	284	368	535	576	686	7
2 Carleton	566	548	512	663	352	245	409	572	667	796	21
3 Essex	1,178	1,004	1,111	1,335	325	412	536	1,064	1,189	1,304	...
4 Frontenac	319	319	319	319	183	183	183	319	319	319	8
5 Grey	209	132	192	196	88	140	173	206	235	176	...
6 Hastings	163	116	174	172	91	78	94	125	153	135	1
7 Huron	338	338	291	338	89	159	188	338	338	338	17
8 Kent	211	249	185	222	78	94	95	155	220	324	3
9 Lambton	51	51	51	51	16	27	34	51	51	51	3
10 Lanark	59	.....	66	69	24	26	50	53	46	60	1
11 Leeds and Gren.	13	.....	13	11	13	9	11	11	11	.....	...
12 Lennox and Add.	62	62	62	62	13	13	13	62	62	62	...
13 Middlesex	107	107	94	107	40	59	63	107	107	107	1
14 Norfolk	63	63	55	63	14	27	27	63	63	63	...
15 Northumberland and Durham..	128	115	124	136	74	95	104	136	138	115	...
16 Ontario	42	.....	36	42	20	20	28	20	34	54	...
17 Peel	27	27	27	27	6	6	9	27	27	27	...
18 Perth	322	322	322	322	75	142	157	322	322	322	3
19 Peterborough	75	49	93	93	32	55	65	65	93	93	...
20 Prescott & Russell	4,274	4,129	3,819	4,505	2,406	850	2,391	3,384	3,248	4,131	142
21 Renfrew	540	496	547	544	167	145	154	414	516	411	2
22 Simcoe	208	169	213	213	51	100	99	200	187	223	1
23 Stormont, Dundas and Glengarry	551	740	625	750	233	301	399	449	464	781	36
24 Victoria	80	102	102	102	41	57	64	64	102	102	...
25 Waterloo	290	367	350	321	174	113	164	270	296	386	19
26 Wellington	137	123	139	148	84	57	103	135	125	50	...
27 Districts	1,218	987	993	1,434	578	338	501	909	894	1,090	38
Totals	11,794	11,269	11,184	12,893	5,568	4,035	6,482	10,056	10,483	12,206	303
Cities											
1 Belleville	341	341	341	341	145	186	186	341	341	341	...
2 Berlin	719	719	719	719	156	156	580	719	719	719	...
3 Brantford	408	408	358	408	65	140	184	408	358	408	...
4 Chatham	390	390	390	390	77	162	211	390	390	390	...
5 Fort William	865	865	865	865	186	186	186	865	865	865	...
6 Guelph	284	459	344	344	81	189	189	189	459	459	...
7 Hamilton	2,137	2,137	2,137	2,137	410	883	1,156	2,137	1,985	2,137	109
8 Kingston	671	671	671	671	277	277	277	671	671	671	...
9 London	941	893	735	941	209	372	553	893	893	941	48
10 Niagara Falls	187	187	187	187	29	106	138	187	187	187	...
11 Ottawa	9,207	9,000	8,204	9,124	4,485	2,509	5,755	7,422	9,103	8,412	529
12 Peterborough	653	902	679	764	260	328	442	535	902	902	...
13 Port Arthur	492	492	492	492	157	157	157	492	492	492	...
14 St. Catharines	407	407	407	407	89	189	189	407	407	407	...
15 St. Thomas	246	246	246	246	76	116	116	246	246	246	...
16 Sault Ste. Marie	329	329	329	329	51	51	51	329	329	329	...
17 Stratford	338	338	246	338	72	151	199	338	338	338	...
18 Toronto	8,224	8,224	8,224	8,224	3,255	3,105	3,105	8,224	8,224	8,224	160
19 Windsor	1,251	1,251	1,251	1,251	380	224	292	1,251	1,251	1,251	...
20 Woodstock	110	110	110	110	23	23	39	110	110	110	...
Totals	28,200	28,369	26,935	28,288	10,483	9,510	14,005	26,154	28,270	27,829	846

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book inclusive)	German (beyond 4th Book)	German (Primer to 4th Book inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	7	7	7	6	....	.....	6	376	....	6	100	.....	.....	91	12	3	60
2	10	10	10	1	9	615	....	.....	9	....	.....	.....	.....	131	18	7	38
3	10	10	10	....	....	1,235	....	.....	10	....	168	.....	4	239	24	5	....
4	8	8	6	4	4	1	....	.....	....	....	24	21	19	85	10	4	8
5	1	1	1	....	....	.....	....	.....	....	....	82	22	.....	65	5	2	....
6	1	1	1	....	....	.....	....	.....	....	....	.....	.....	.....	53	7	1	4
7	8	8	....	....	....	14	....	.....	....	1	164	.....	.....	107	10	5	....
8	8	8	8	1	1	189	....	.....	1	....	.....	.....	.....	78	7	4	6
9	3	3	3	....	....	.....	....	.....	3	....	.....	.....	.....	15	2	1	24
10	2	2	1	2	1	.....	....	.....	....	....	.....	.....	.....	13	1	.....	....
11	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	13	3	1	....
12	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	14	1	.....	....
13	1	....	....	....	....	.....	....	.....	....	....	30	.....	.....	63	5	1	....
14	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	14	1	.....	4
15	.....	....	....	....	....	.....	....	.....	....	....	25	.....	.....	43	6	2	....
16	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	8	1	.....	....
17	1	1	1	....	....	.....	....	.....	....	....	.....	.....	.....	11	1	.....	....
18	3	3	2	2	2	.....	....	.....	....	....	18	.....	.....	80	6	2	....
19	.....	....	....	....	....	.....	....	.....	....	....	93	.....	.....	18	2	1	....
20	52	48	48	....	51	5,741	....	.....	48	7	289	304	52	604	88	46	153
21	17	22	22	20	....	8	....	.....	22	....	.....	.....	.....	89	8	5	....
22	1	1	....	....	....	169	....	.....	....	....	.....	.....	.....	30	3	1	20
23	84	46	33	....	412	152	....	40	....	16	.....	23	.....	114	12	3	5
24	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	16	2	.....	....
25	.....	....	....	....	....	.....	....	252	....	....	.....	.....	32	87	10	3	....
26	1	....	1	....	....	.....	....	.....	....	....	.....	.....	.....	49	6	3	8
27	1	1	1	1	1	1,461	....	.....	....	....	83	169	.....	178	29	15	17
	219	180	155	37	481	9,585	6	668	93	30	1,076	539	107	2,308	280	115	347
1	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	17	3	.....	....
2	.....	....	....	....	....	.....	....	443	....	....	.....	89	67	30	4	.....	....
3	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	20	2	.....	....
4	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	25	6	1	....
5	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	15	1	.....	....
6	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	31	4	.....	....
7	152	130	130	152	152	.....	130	.....	....	109	.....	.....	313	120	24	11	10
8	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	38	9	.....	....
9	48	48	48	....	....	.....	....	.....	....	48	.....	.....	.....	105	12	6	....
10	.....	....	....	....	....	.....	....	.....	....	....	.....	187	.....	10	1	.....	....
11	281	281	189	64	258	5,765	....	.....	345	281	218	3,596	572	523	70	.....	....
12	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	60	3	.....	....
13	.....	....	....	....	....	157	....	.....	....	....	.....	18	20	15	2	2	....
14	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	20	3	.....	....
15	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	20	2	1	....
16	.....	....	....	....	....	.....	....	.....	....	....	.....	17	20	14	2	.....	....
17	.....	....	....	....	....	.....	....	.....	....	....	.....	72	24	18	1	1	....
18	472	312	312	312	312	.....	50	.....	312	160	.....	.....	.....	120	30	.....	....
19	.....	....	....	....	....	100	....	.....	....	....	.....	.....	.....	35	7	4	....
20	.....	....	....	....	....	.....	....	.....	....	....	.....	.....	.....	14	2	1	....
	953	771	679	528	722	6,022	180	443	657	598	218	3,979	1,016	1,250	188	27	10

ROMAN CATHOLIC

H. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Col. or F. of E. in Ontario	Number of University graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Alexandria	12	....	12	...	243	2	3	.....	....	....	3	1	....
2 Almonte	3	....	3	...	350	1	2	.....	....	....	2	1	....
3 Amherstburg	6	....	6	...	304	5	1	.....	....	....	1	1	....
4 Arnprior	8	....	8	...	347	6	5	.....	....	....	5	.....	....
5 Barrie	3	....	3	...	350	.....	1	.....	....	....	1	.....	....
6 Blind River	5	....	5	...	320	3	.....	.....	....	....	.....	2	3
7 Bonfield	2	1	1	600	350	1	.....	.....	....	....	.....	.....	1
8 Brockville	8	....	8	...	300	5	1	.....	....	....	1	4	....
9 Cache Bay	2	....	2	...	475	1	.....	.....	....	....	.....	.....	1
10 Chelmsford	4	....	4	...	350	.....	.....	.....	....	....	.....	4	....
11 Cobalt	9	....	9	...	594	4	3	.....	....	....	3	4	....
12 Cobourg	4	....	4	...	300	1	2	.....	....	....	2	1	....
13 Cochrane	4	1	3	825	500	2	.....	.....	....	....	.....	3	....
14 Collingwood	2	....	2	...	550	.....	2	.....	....	....	2	.....	....
15 Cornwall	18	7	11	400	282	1	3	.....	....	....	3	5	....
16 Dundas	3	....	3	...	200	.....	2	.....	....	....	2	.....	....
17 Eastview	10	1	9	700	228	5	.....	.....	....	....	.....	5	....
18 Fort Frances	2	....	2	...	575	1	.....	.....	....	....	.....	.....	1
19 Galt	2	....	2	...	500	2	1	.....	....	....	1	1	....
20 Goderich	2	....	2	...	250	1	1	.....	....	....	1	.....	....
21 *Haileybury	6	....	6	...	537	2	2	.....	....	....	2	2	1
22 Hanover	1	....	1	...	600	.....	.....	.....	....	....	.....	1	....
23 Hawkesbury	15	....	15	...	200	2	1	.....	....	....	1	5	....
24 Ingersoll	2	....	2	...	307	.....	2	.....	....	....	2	.....	....
25 Kearney	1	....	1	...	450	1	.....	.....	....	....	.....	.....	1
26 Keewatin	1	....	1	...	550	.....	.....	.....	....	....	.....	.....	1
27 Kenora	5	....	5	...	280	4	.....	.....	....	....	.....	.....	....
28 Lindsay	7	1	6	850	350	.....	5	.....	....	....	5	1	....
29 Massey	2	....	2	...	450	2	.....	.....	....	....	.....	.....	....
30 Mattawa	6	....	6	...	308	1	1	.....	....	....	2	3	....
31 Mount Forest	2	....	2	...	300	.....	1	.....	....	....	1	.....	....
32 New Liskeard	1	....	1	...	650	1	1	.....	....	....	1	.....	....
33 Newmarket	1	....	1	...	575	1	1	.....	....	....	1	.....	....
34 North Bay	14	....	14	...	486	4	9	.....	....	....	9	4	....
35 Oakville	1	....	1	...	475	1	1	.....	....	....	.....	1	....
36 Orillia	4	....	4	...	300	.....	3	.....	....	....	3	.....	....
37 Oshawa	2	....	2	...	300	.....	.....	.....	....	....	.....	.....	....
38 Owen Sound	3	....	3	...	400	.....	2	.....	....	....	2	.....	....
39 Paris	2	....	2	...	300	2	.....	.....	....	....	.....	.....	....
40 Parkhill	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
41 Pembroke	10	....	10	...	356	.....	5	.....	....	....	5	.....	....
42 Perth	4	....	4	...	300	3	4	.....	....	....	4	.....	....
43 Picton	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
44 Prescott	4	....	4	...	325	.....	1	.....	....	....	1	.....	....
45 Preston	3	....	3	...	500	.....	1	.....	....	....	1	.....	....
46 Rainy River	1	....	1	...	450	.....	.....	.....	....	....	.....	.....	....
47 Renfrew	7	....	7	...	357	2	1	.....	....	....	2	1	....
48 Rockland	14	....	14	...	246	9	.....	.....	....	....	.....	4	5
49 St. Mary's	2	....	2	...	300	2	.....	.....	....	....	.....	.....	....
50 Sandwich	7	....	7	...	371	2	5	.....	....	....	5	2	....
51 Sarnia	6	....	6	...	293	3	3	.....	....	....	3	1	....
52 Seaforth	2	....	2	...	400	.....	2	.....	....	....	2	.....	....
53 Steelton	8	....	8	...	469	4	1	.....	....	....	1	1	1

* Figures of preceding year; no report received.

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	2	6	615	308	307	426	69	200	75	158	109	73	.....	615
2	.....	.....	125	62	63	93	74	27	23	17	33	25	.....	125
3	.....	4	314	124	190	273	87	103	39	55	55	62	.....	314
4	2	1	429	240	189	313	73	132	58	103	76	60	.....	429
5	.....	2	139	57	82	101	73	21	31	31	34	22	.....	139
6	.....	.....	270	136	134	176	65	115	63	49	23	20	.....	270
7	1	.....	107	51	56	63	59	41	25	22	12	7	.....	.....
8	.....	3	302	146	156	253	84	66	39	69	68	60	.....	302
9	1	.....	134	62	72	70	52	68	42	14	6	4	.....	65
10	.....	.....	176	78	98	106	60	58	35	28	38	17	.....	176
11	2	.....	552	305	247	274	50	278	74	145	37	18	.....	552
12	1	.....	167	77	90	113	68	44	24	22	39	38	.....	167
13	1	.....	243	100	143	150	62	126	41	51	21	4	.....	76
14	.....	.....	102	50	52	64	63	23	9	22	27	21	.....	102
15	6	4	1,010	495	515	733	73	283	202	280	148	97	.....	1,010
16	.....	1	124	59	65	89	72	32	29	31	24	8	.....	124
17	5	.....	519	253	266	326	63	217	152	56	55	39	.....	519
18	1	.....	162	92	70	85	52	70	21	27	20	24	.....	162
19	.....	.....	122	63	59	89	73	34	29	23	22	14	.....	122
20	.....	1	92	42	50	66	72	35	8	10	19	20	.....	92
21	1	.....	388	193	195	251	64	156	80	67	53	32	.....	388
22	.....	.....	63	27	36	50	79	24	10	16	12	1	.....	53
23	.....	9	1,029	503	526	701	68	321	215	280	126	72	15	1,029
24	.....	.....	111	57	54	82	74	31	15	19	24	22	.....	111
25	.....	.....	46	20	26	27	59	14	4	11	8	9	.....	46
26	.....	.....	34	19	15	21	62	18	7	5	2	2	.....	34
27	5	.....	247	120	127	146	59	73	93	53	14	14	.....	247
28	.....	1	298	141	157	217	73	62	33	64	64	75	.....	281
29	2	.....	144	63	81	59	41	97	9	22	11	5	.....	144
30	.....	1	318	172	146	224	70	120	28	54	65	40	11	318
31	.....	1	77	29	48	47	61	20	20	9	15	13	.....	60
32	.....	.....	71	32	39	31	44	35	10	12	6	8	.....	71
33	.....	.....	69	46	23	46	67	19	10	10	13	17	.....	69
34	.....	1	737	357	380	587	80	241	124	139	148	85	.....	737
35	.....	.....	43	17	26	31	72	4	4	9	6	20	.....	43
36	.....	1	183	103	80	135	74	27	23	44	36	53	.....	183
37	.....	2	126	72	54	75	60	24	14	46	23	19	.....	126
38	.....	1	153	81	72	103	67	31	24	48	25	25	.....	153
39	.....	2	70	28	42	50	71	28	8	10	12	12	.....	70
40	.....	.....	47	27	20	38	81	8	10	4	12	13	.....	39
41	.....	5	538	279	259	339	63	220	68	114	82	54	.....	538
42	.....	.....	234	122	112	181	77	62	28	34	52	58	.....	234
43	.....	.....	39	23	16	29	74	8	1	11	12	7	.....	39
44	1	2	157	75	82	124	79	30	16	29	43	39	.....	157
45	.....	2	170	81	79	114	67	43	33	40	29	25	.....	170
46	1	.....	45	18	27	25	56	16	11	5	6	7	.....	45
47	.....	4	385	213	172	286	74	140	63	57	74	51	.....	385
48	5	.....	866	427	439	640	74	442	160	153	92	19	.....	866
49	2	.....	56	27	29	44	79	9	5	11	23	8	.....	56
50	.....	.....	305	174	131	196	64	107	53	60	54	31	.....	305
51	.....	2	301	128	173	254	84	76	58	61	45	61	.....	301
52	.....	.....	65	35	30	48	74	18	9	11	12	15	.....	65
53	4	1	546	288	258	290	53	160	139	119	99	38	.....	546

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Con.	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Alexandria ...	340	615	340	615	182	340	340	615	615	615	.....
2 Almonte	75	125	98	98	25	58	58	75	125	125	.....
3 Amherstburg .	314	314	314	314	62	117	117	314	314	314	.....
4 Arnprior.....	429	429	429	429	60	136	136	429	429	429	.....
5 Barrie.....	139	139	139	139	56	56	56	139	139	139	.....
6 Blind River...	270	270	270	270	43	.....	72	270	270	178	.....
7 Bonfield	35	.....	35	35	19	.....	19	19	.....	.....	.....
8 Brockville	252	252	302	232	129	198	202	302	302	302	.....
9 Cache Bay....	41	.....	24	65	65	10	24	.....	24	.....	.....
10 Chelmsford ...	176	176	176	176	118	.....	118	176	176	176	.....
11 Cobalt.....	274	.....	274	200	200	18	110	200	200	552	.....
12 Cobourg	99	167	99	167	38	77	77	167	167	167	.....
13 Cochrane.....	76	243	76	117	4	4	76	243	76	243	.....
14 Collingwood...	79	102	102	79	48	48	79	79	102	102	.....
15 Cornwall	1,010	1,010	1,010	1,010	97	97	97	1,010	1,010	1,010	.....
16 Dundas	124	124	124	124	32	63	63	124	124	124	.....
17 Eastview.....	510	460	504	500	94	39	519	460	460	.....	49
18 Fort Frances..	162	162	162	162	40	40	40	162	162	162	.....
19 Galt.....	122	122	122	122	14	36	36	122	122	122	.....
20 Goderich.....	92	92	92	92	20	39	57	92	92	92	.....
21 Haileybury ...	232	388	388	388	85	32	85	388	388	388	.....
22 Hanover	29	29	29	39	29	.....	13	29	40	39	.....
23 Hawkesbury ..	1,029	1,029	1,029	1,029	87	213	493	1,029	1,029	1,029	87
24 Ingersoll	111	111	111	111	22	46	80	111	111	111	.....
25 Kearney.....	46	46	46	46	17	17	17	46	46	46	.....
26 Keewatin	34	34	34	34	4	4	4	34	34	34	.....
27 Kenora	247	247	247	247	28	28	81	247	247	247	.....
28 Lindsay	224	157	224	224	125	224	224	224	281	298	.....
29 Massey	38	.....	38	38	16	16	16	7	144	144	.....
30 Mattawa	318	318	318	318	105	105	105	318	318	318	49
31 Mount Forest .	37	60	47	77	37	28	28	47	60	60	.....
32 New Liskeard.	71	71	71	71	14	14	14	71	71	71	.....
33 Newmarket ...	69	69	69	69	17	17	30	69	69	69	.....
34 North Bay....	737	737	737	737	85	372	372	737	737	737	.....
35 Oakville	43	43	43	43	26	26	26	43	43	43	.....
36 Orillia.....	183	183	156	183	53	89	53	89	183	183	.....
37 Oshawa	126	126	126	126	19	19	42	126	126	126	.....
38 Owen Sound ..	153	153	98	153	50	50	98	153	153	153	.....
39 Paris.....	70	70	42	70	12	24	42	70	70	70	.....
40 Parkhill.....	47	47	39	47	13	25	25	47	47	47	.....
41 Pembroke	538	538	538	538	54	54	250	538	538	538	.....
42 Perth	234	234	234	234	110	110	144	234	234	234	.....
43 Picton.....	30	39	39	39	19	30	30	30	39	39	.....
44 Prescott.....	111	157	157	157	82	82	82	157	157	157	.....
45 Preston	170	170	170	170	40	54	54	170	170	170	.....
46 Rainy River ..	45	45	45	45	13	13	13	45	45	45	18
47 Renfrew.....	385	385	385	385	85	182	182	385	385	385	.....
48 Rockland	866	866	111	264	866	19	866	866	866	866	.....
49 St. Mary's....	56	56	56	56	8	8	31	56	56	56	.....
50 Sandwich.....	198	305	198	305	85	85	145	198	305	305	.....
51 Sarnia	301	301	301	301	61	106	106	301	301	301	.....
52 Seaforth.....	65	65	65	65	15	15	27	65	65	65	.....
53 Steelton	546	546	546	546	137	137	137	546	546	546	38

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1														12	1		
2														5			
3														14	2		
4												293		10	3		
5														31	4		
6						226						270		15	2		
7						102								8	1	1	
8												83		12	2	1	
9						134						41		12	2		
10						170					176		176	14	2	1	
11						372								12	2	2	
12														12	2	1	
13						232								11	1	1	
14												23	25	18	2	1	
15						379								30	3	1	
16														9	2		
17						400								20	2	1	
18														12	2	1	
19														6	1	1	
20														15	2		
21						145								5	1		
22														2	1	1	
23	15	15	15		15	950			15					34	7	1	
24														13	1		2
25														8	1	1	
26						22								8	1	1	
27						200						247	121	14	3		
28														10	2		
29						60								6	1		
30	8	8	8		8	180			8	8				35	1		
31														12	1	1	
32														3	1	1	
33														9	1		
34						185								40	2		
35														6	1		
36														14	2		
37														4	1		
38												153	46	8		1	
39														5	1	1	
40														10	1		
41						85								27	4		
42														9	1		
43											39			10	1		
44														14	1		
45														10	2		
46	18					24								2	1	1	
47												385		16	3	1	
48						866								18	9	2	10
49														8	1		
50						305								11	3		
51														20	2	2	
52														10	1		
53						229								14	2		

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Continued	Teachers: Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
54 Sturgeon Falls	9	....	9	...	267	6	.....	.....	....	....	.....	6	....
55 Sudbury	10	....	10	...	470	6	3	.....	....	....	3	7	....
56 Thorold	3	....	3	...	300	.....	.....	.....	....	....	1	.....	....
57 Tilbury.....	4	....	4	...	271	1	1	.....	....	....	1	1	....
58 Trenton	4	....	4	...	250	2	2	.....	....	....	2	2	....
59 Vankleek Hill .	5	....	5	...	200	2	.....	.....	....	....	.....	.....	2
60 Walkerton	4	....	4	...	200	.....	.....	.....	....	....	.....	.....	....
61 Walkerville...	2	....	2	...	250	1	1	1	1	1	1	.....	....
62 Wallaceburg ..	4	....	4	...	250	2	2	.....	....	....	2	.....	....
63 Waterloo	4	....	4	...	300	.....	.....	.....	....	....	.....	2	....
64 Whitby	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
Totals.....	305	11	294	525	343	107	91	1	1	1	93	76	17
Totals													
1 Rural Schools..	374	17	357	515	425	170	95	6	....	5	91	137	48
2 Cities	565	65	500	630	384	205	255	14	3	14	271	111	16
3 Towns	305	11	294	525	343	107	91	1	1	1	93	76	17
4 Villages	37	....	37	...	351	9	15	.....	....	....	14	4	1
5 Gd. Totals, 1913	1,281	93	1,188	597	385	491	456	21	4	20	469	328	82
6 Gd. Totals, 1912	1,237	96	1,141	602	366	417	440	19	2	18	427	307	79
7 Increases	44	....	47	...	19	74	16	2	2	2	42	21	3
8 Decreases.....	.....	3	.....	5	...	.....	.....	.....	....	....	.....	.....	....
9 Percentages....	.....	7.26	92.74	...	...	38.33	35.60	1.63	.31	1.56	36.61	25.60	6.40

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
54	3	.....	445	229	216	366	82	166	97	84	76	22	.....	445
55	.....	.....	614	303	311	383	62	159	166	116	112	61	.....	614
56	.....	2	131	71	60	87	66	30	26	18	17	40	.....	131
57	2	.....	253	114	139	157	62	75	64	62	24	28	.....	253
58	.....	.....	149	70	79	105	70	45	22	21	29	32	.....	149
59	.....	3	252	93	159	129	51	70	44	39	55	44	.....	252
60	.....	4	172	100	72	144	84	28	16	46	51	31	.....	172
61	.....	.....	110	64	46	79	72	31	18	31	15	15	.....	110
62	2	.....	315	130	185	200	63	92	49	81	55	27	11	315
63	.....	2	231	109	122	140	61	38	51	50	52	40	.....	231
64	.....	.....	53	24	29	31	58	21	6	9	8	9	.....	53
	50	68	16,390	8,114	8,276	11,175	68.18	5,412	2,963	3,388	2,658	1,932	37	15,995
1	74	19	16,208	8,146	8,062	9,688	59.77	5,737	2,772	2,984	2,506	2,014	195	13,432
2	21	132	29,612	15,306	14,306	20,060	67.74	8,045	5,366	5,845	5,439	3,979	938	29,320
3	50	68	16,390	8,114	8,276	11,175	68.18	5,412	2,963	3,388	2,658	1,932	37	15,995
4	7	11	1,599	784	815	1,187	74.23	435	269	298	305	292	.....	1,545
5	152	230	63,809	32,350	31,459	42,110	65.99	19,629	11,370	12,515	10,908	8,217	1,170	60,292
6	186	220	61,297	31,126	30,171	39,735	64.82	18,840	11,047	11,817	10,378	8,201	1,014	56,572
7	.....	10	2,512	1,224	1,288	2,375	1.17	789	323	698	530	16	156	3,720
8	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	11.86	17.95	.....	50.69	49.30	65.99	.....	30.76	17.82	19.61	17.09	12.88	1.83	94.48

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
54 Sturgeon Falls	445	.....	445	445	295	.....	182	445	445	445	.....
55 Sudbury	614	614	614	614	173	173	355	614	614	614	.....
56 Thorold	131	131	131	131	40	40	40	131	131	131	.....
57 Tilbury.....	253	253	253	253	28	28	52	253	253	.....	.....
58 Trenton	104	149	104	149	47	61	61	149	149	149	.....
59 Vankleek Hill.	252	252	146	252	44	99	155	252	252	252	.....
60 Walkerton	128	172	172	172	82	31	128	172	172	172	.....
61 Walkerville...	110	110	110	110	15	30	110	110	110	110	.....
62 Wallaceburg ..	315	315	315	315	38	58	174	315	315	315	11
63 Waterloo	231	231	231	231	40	92	92	231	231	231	.....
64 Whitby	53	53	53	53	9	17	17	53	53	53	17
Totals.....	14,644	14,707	14,003	14,826	4,576	4,249	11,794	15,199	15,538	15,244	269
Totals											
1 Rural Schools..	11,794	11,269	11,184	12,893	5,568	4,035	6,482	10,056	10,483	12,206	303
2 Cities.....	28,200	28,369	26,935	28,288	10,483	9,510	14,005	26,154	28,270	27,829	846
3 Towns	14,644	14,707	14,003	14,826	4,576	4,249	11,794	15,199	15,538	15,244	269
4 Villages	1,519	1,214	1,520	1,554	676	477	871	1,212	1,533	1,510	.....
5 Gd. Totals, 1913	56,157	55,559	53,642	57,561	21,303	18,271	33,152	52,621	55,824	56,789	1,418
6 Gd. Totals, 1912	50,449	51,067	49,580	53,717	18,837	17,429	28,138	47,939	53,948	52,105	1,740
7 Increases	5,708	4,492	4,062	3,844	2,466	842	5,014	4,682	1,876	4,684	.....
8 Decreases.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	322
9 Percentages ...	88.01	87.07	84.07	90.21	33.38	28.63	51.95	82.47	87.48	88.99	2.22

SEPARATE SCHOOLS—Concluded

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: Number of Schools giving Prizes	Number of Trees planted on Arbor Day
54	.....	.....	.....	.....	.....	310	.....	.....	.....	.....	.....	.....	.....	16	2	1	.....
55	.....	.....	.....	.....	.....	369	.....	.....	.....	.....	.....	.....	.....	16	4	.....	.....
56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
57	.....	.....	.....	.....	.....	209	.....	.....	.....	.....	.....	.....	.....	9	3	1	.....
58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	2	.....	.....
59	.....	.....	.....	.....	.....	224	.....	.....	.....	.....	.....	.....	.....	10	1	.....	12
60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	3	1	.....
61	.....	.....	.....	.....	.....	37	.....	.....	.....	.....	.....	.....	.....	11	1	1	.....
62	11	11	11	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	1	.....
63	.....	.....	.....	.....	.....	.....	.....	193	.....	.....	.....	.....	.....	12	2	1	.....
64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	.....	.....
	52	34	34	11	23	6,415	....	193	23	8	215	1,495	368	815	121	32	24
1	219	180	155	37	481	9,585	6	668	93	30	1,076	539	107	2,308	280	115	347
2	953	771	679	528	722	6,022	180	443	657	598	218	3,979	1,016	1,250	188	27	10
3	52	34	34	11	23	6,415	....	193	23	8	215	1,495	368	815	121	32	24
4	.....	.....	.....	.....	.....	580	.....	.....	.....	.....	39	.....	162	148	17	6	22
5	1,224	985	868	576	1,226	22,602	186	1,304	773	636	1,548	6,013	1,653	4,521	606	180	403
6	939	888	707	492	894	23,481	92	1,284	814	580	1,044	4,235	1,044	4,218	585	152	525
7	285	97	161	84	332	.....	94	20	....	56	504	1,778	609	303	21	28	....
8	.....	.....	.....	.....	.....	879	.....	.....	41	.....	.....	.....	.....	.....	.....	.....	122
9	1.91	1.54	1.36	.90	1.92	35.42	.29	2.04	1.21	.99	2.42	9.42	2.59	*8.91	*1.19	35.22	....

* To each School

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Acton	554 05	554 05	7,466 39	204 75	32 36	8,811 60	1,950 00
2 Alvinston	600 25	850 25	458 29	381 00	43 85	2,333 64	1,990 00
3 Arkona	209 17	459 17	107 93	112 00	180 38	1,068 65	675 00
4 Ayr	362 57	362 57	774 14	193 00	337 18	2,029 46	1,276 75
5 Bath	303 72	452 28	342 00	80 00	509 77	1,687 77	960 00
6 Beaverton	558 01	658 01	888 53	402 00	30 60	2,537 15	1,937 84
7 Beeton	540 05	730 05	1,106 47	231 00	101 17	2,708 74	1,930 00
8 Belmont	319 03	1,080 66	400 00	209 50	37 65	2,046 84	1,521 50
9 Blenheim	554 50	554 50	1,450 00	161 00	1 00	2,721 00	1,920 00
10 Blind River	588 28	.....	883 72	78 00	.....	1,550 00	1,350 00
11 Blyth	291 94	583 88	187 03	150 35	22 00	1,235 20	1,050 00
12 Bothwell	490 08	490 08	925 00	97 00	37 23	2,039 39	1,600 00
13 Bowesville	259 05	259 05	350 00	64 50	1 60	934 20	800 00
14 Bracebridge	1,641 38	.....	1,245 38	485 75	.....	3,372 51	3,135 00
15 Bridgeburg	560 52	735 52	1,146 43	.....	252 08	2,694 55	1,942 30
16 Bruce Mines	1,086 00	.....	1,200 00	.....	58 00	2,344 00	1,880 00
17 Brussels	578 50	1,157 00	79 41	457 50	780 27	3,052 68	2,045 94
18 Burk's Falls	1,190 96	.....	1,185 19	85 00	.....	2,461 15	2,040 00
19 Burlington	595 95	595 95	969 43	265 00	.....	2,426 33	1,980 00
20 Cannington	466 00	666 00	1,303 97	401 00	.....	2,836 97	1,650 00
21 Cardinal	498 54	598 54	498 27	313 00	104 38	2,012 73	1,610 00
22 Carp	2,645 10	840 00	1,288 77	249 50	1,261 54	6,284 91	3,255 00
23 Claremont	375 43	500 00	168 08	57 00	211 17	1,311 68	1,000 00
24 Clifford	322 50	472 50	1,443 05	281 00	.....	2,519 05	1,481 00
25 Comber	438 91	250 00	400 00	132 80	1,321 00	2,542 71	1,515 00
26 Cookstown	495 52	495 52	500 00	191 25	1,559 95	3,242 24	1,717 84
27 Crediton	268 31	536 62	200 00	102 50	13 90	1,121 33	784 00
28 Creemore	295 86	395 86	360 90	76 00	36 75	1,165 37	1,057 17
29 Drayton	597 75	747 75	1,370 25	567 50	56 00	3,339 25	2,643 84
30 Dresden	634 31	634 31	1,046 76	126 00	.....	2,441 38	2,040 00
31 Drumbo	280 81	430 81	400 00	76 54	406 21	1,594 37	1,000 00
32 Eganville	311 49	311 34	640 09	47 00	.....	1,309 92	1,140 00
33 Eganville(R.C.S.S)	241 05	241 05	385 00	.....	1,484 71	2,351 81	1,087 50
34 Elmvale	540 62	723 12	669 48	96 00	.....	2,029 22	1,825 00
35 Ennismore	460 84	460 50	299 66	375 00	100 00	1,696 00	1,290 00
36 Erin	335 75	560 75	241 88	182 00	14 00	1,334 38	1,115 00
37 Exeter	865 99	1,731 98	700 00	716 50	9 34	4,023 81	3,106 92
38 Fenelon Falls	528 31	528 31	1,461 08	81 00	31 00	2,629 70	1,800 00
39*Feversham	115 98	.....	120 00	29 00	200 30	465 28	320 00
40 Finch	463 77	579 71	485 00	195 00	5 66	1,729 14	1,576 97
41 Fingal	300 08	750 20	3,880 00	61 50	3 00	4,994 78	1,327 50
42 Fitzroy Harbour	277 22	327 22	300 00	78 50	144 42	1,127 36	930 00
43 Fort Frances	1,182 52	.....	1,379 92	.....	.....	2,562 44	2,102 44
44 Gore Bay	1,042 00	.....	884 54	326 90	.....	2,253 44	1,840 00
45 Grand Valley	508 27	916 67	502 47	239 80	64 85	2,232 06	1,450 00
46 Hanover	558 25	837 38	10,120 79	193 00	155 23	11,864 65	1,764 00
47 Harrow	265 97	525 00	297 38	21 00	.....	1,109 35	900 00

*Closed during first half of year.

SCHOOLS
CIAL STATEMENT

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	5,822 56	.....	.....	587 47	8,360 03	451 57	Res. $5; non-res. $7.
2	54 63	.....	.....	289 01	2,333 64	.....	Res. F. I free; all others $10.
3	10 00	10 00	14 55	67 45	777 00	291 65	$10.
4	53 30	.....	.....	242 45	1,572 50	456 96	$10.
5	56 00	.....	.....	159 00	1,175 00	512 77	Res. free; others $10.
6	.....	22 20	165 56	411 55	2,537 15	.....	$10.
7	469 64	.....	.....	287 70	2,687 34	21 40	Res. 1st yr. free; others $10.
8	66 45	19 30	58 00	210 90	1,876 15	170 69	Res. F. I free; others $10.
9	25 00	75 43	101 94	598 63	2,721 00	.....	Res. free; others $10.
10	.....	.....	.....	200 00	1,550 00	.....	$9.
11	.....	4 00	.....	181 20	1,235 20	.....	$7.50.
12	.....	.....	7 20	430 96	2,038 16	1 23	Res. free; others $10.
13	38 31	.....	3 25	81 60	923 16	11 04	$5.
14	.....	.....	.....	237 51	3,372 51	.....	Res. $2.50, $7.50, $10, $15; non-res. $10, $12.50, $15, $20.
15	.....	.....	81 85	517 18	2,541 33	153 22	Free.
16	.....	74 43	97 58	215 85	2,267 86	76 14	Free.
17	.....	.....	83 06	193 81	2,322 81	729 87	F. I $5; II $7.50; III $10.
18	.29 38	18 88	130 89	242 00	2,461 15	.....	$5.
19	.....	4 45	52 74	389 14	2,426 33	.....	$10.
20	740 67	.....	50 36	395 94	2,836 97	.....	$10.
21	175 00	69 03	24 70	134 00	2,012 73	.....	$10.
22	.....	.....	26 00	470 93	3,751 93	2,532 98	Res. $5; non-res. $10.
23	.....	16 30	76 24	81 52	1,174 06	137 62	Form I free; others $10
24	.....	18 50	213 30	806 25	2,519 05	.....	$10.
25	.....	12 00	1 10	65 47	1,593 57	949 14	$10.
26	77 90	.....	53 70	284 76	2,134 20	1,108 04	$7.50.
27	25 06	9 18	12 35	105 84	936 43	184 90	$10.
28	.....	.....	.....	108 20	1,165 37	.....	$10.
29	80 66	.....	.....	614 75	3,339 25	.....	Res. F. I free, II $9, III $11.25; non-res. $13.50.
30	62 36	4 56	65 00	269 46	2,441 38	.....	Res. F's I and II free, III $5; non-res. I and II $6, III $10.
31	60 00	.....	.....	113 79	1,173 79	420 58	$5.
32	11 17	.....	22 50	136 25	1,309 92	.....	Res. free; non-res. $10.
33	313 50	4 50	179 26	224 50	1,809 26	542 55	Free.
34	.....	.....	56 20	148 02	2,029 22	.....	Res. F. I free, II $5, III $10; non-res. F's. I. & II. $5, III $10.
35	35 00	15 00	229 50	75 00	1,644 50	51 50	Res. $15; non-res. $20.
36	50 75	18 50	41 00	109 13	1,334 38	.....	Res. F. I free; non-res. F. I $5; all others $9.
37	.....	181 03	115 05	498 69	3,901 69	122 12	Res. F. I free; all others $10.
38	639 62	.....	36 98	153 10	2,629 70	.....	Res. free; non-res. $10.
39	.....	.....	7 43	36 04	363 47	101 81	$10.
40	.....	6 25	13 79	101 47	1,698 48	30 66	$10.
41	3,380 00	.....	49 65	151 70	4,908 85	85 93	Res. free; non-res. $10.
42	.....	.....	.....	56 04	986 04	141 32	$5.
43	360 00	.....	.....	100 00	2,562 44	.....	Free.
44	74 83	41 65	153 13	143 83	2,253 44	.....	$10.
45	435 99	.....	79 71	266 36	2,232 06	.....	Res. 1st yr. free; all others $8.
46	9,700 00	.....	22 50	259 25	11,745 75	118 90	Res. F. I free; all others $10
47	.....	.....	.....	209 35	1,109 35	.....	Res. free.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools.—Con.	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
48 Havelock	545 70	545 70	1,097 54	72 00	30 00	2,290 94	1,940 00
49 Highgate	565 96	565 96	1,118 17	252 00	1,542 81	4,044 90	1,990 00
50 Huntsville	1,211 00	.....	1,015 69	199 25	160 00	2,585 94	2,150 00
51 Jarvis	333 73	533 73	276 86	74 25	24 00	1,242 57	960 00
52 Jockvale	242 62	242 62	300 00	22 00	251 64	1,058 88	910 00
53 Kars	248 95	298 95	5,840 46	.....	.....	6,388 36	900 00
54 Keewatin	1,198 44	.....	1,727 14	.....	.....	2,925 58	2,200 00
55 Kenmore	468 90	502 23	847 95	278 25	.....	2,097 33	1,673 00
56 Kinburn	267 24	267 24	200 00	.....	849 10	1,583 58	970 00
57 Lakefield	625 00	625 00	1,400 00	.....	159 41	2,809 41	2,050 00
58 Lanark	461 25	1,441 41	.....	288 50	1,345 04	3,536 20	1,550 00
59 Little Current	556 72	.....	480 33	20 00	.....	1,057 05	1,000 00
60 Lucknow	582 14	832 14	810 00	436 00	46 58	2,706 86	2,100 00
61 Malakoff	217 37	267 37	475 00	.....	420 26	1,380 00	844 55
62 Manitowaning	468 40	.....	521 85	77 00	98 23	1,165 48	800 00
63 Manotick	219 08	219 08	500 00	50 06	329 77	1,317 99	740 00
64 Maxville	244 05	305 06	185 84	273 50	.....	1,008 45	950 00
65 Melbourne	425 68	612 22	925 68	255 00	503 77	2,722 35	1,510 00
66 Merlin	273 34	273 34	928 44	199 05	338 06	2,012 23	1,223 00
67 Merrickville	399 05	499 05	900 00	40 00	126 89	1,964 99	1,440 00
68 Metcalfe	503 05	536 39	700 00	157 00	374 90	2,271 34	1,809 29
69 Millbrook	541 25	710 25	600 00	.....	47 64	1,899 14	1,475 00
70 Milton	616 50	616 50	900 00	232 90	88 80	2,454 70	2,250 00
71 Mount Albert	456 75	456 75	500 00	345 00	126 42	1,884 92	1,510 00
72 New Hamburg	557 50	557 50	1,029 00	128 00	.....	2,272 00	1,950 00
73 New Liskeard	4,008 10	.....	323 64	.....	796 51	5,128 25	3,170 00
74 North Augusta	429 00	529 90	500 00	238 00	113 53	1,810 43	1,520 00
75 North Gower	274 46	324 46	300 00	123 75	.....	1,022 67	900 00
76 Norwich	475 57	625 57	926 33	199 81	213 15	2,440 43	1,600 00
77 Odessa	522 50	522 50	1,268 00	57 50	649 55	3,020 05	1,800 00
78 Oil Springs	492 57	692 57	677 22	256 32	30 00	2,148 68	1,780 00
79 Orono	469 70	619 70	900 00	.....	930 88	2,920 28	1,755 00
80 Paisley	557 00	807 00	549 68	424 00	.....	2,337 68	1,830 00
81 Pakenham	585 40	585 40	1,306 91	662 50	2,395 99	5,536 20	2,650 00
82 Palmerston	548 20	698 20	930 94	89 50	.....	2,266 84	1,865 00
83 Parry Sound	1,757 92	.....	2,677 38	106 00	.....	4,541 30	3,943 22
84 Plattsville	318 07	618 07	300 00	177 25	319 11	1,732 50	1,080 00
85 Port Burwell	451 19	1,127 98	400 00	15 00	461 27	2,455 44	1,549 00
86*Port Colborne	.....	164 89	10,014 00	.....	.....	10,178 89	600 00
87 Powassan	593 28	.....	500 00	133 00	83 13	1,309 41	900 00
88 Princeton	305 58	605 58	669 44	40 00	835 00	2,455 60	1,040 00
89 Richard's Land'g.	469 24	.....	500 00	82 50	314 12	1,365 86	800 00
90 Richmond	253 48	220 00	447 68	137 50	.....	1,058 66	900 00
91 Ridgeway	508 44	683 44	1,196 69	.....	16 00	2,404 57	2,209 15
92 Ripley	319 54	569 54	380 00	424 50	.....	1,693 58	1,448 00
93 Rodney	338 62	846 55	5,500 00	.....	18 85	6,704 02	1,139 00

*School Opened in September.

SCHOOLS—Continued

CIAL STATEMENT—Continued

penditure							
	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
48	.....	20 00	20 00	230 94	2,210 94	80 00	Res. $3; non-res. $6.
49	.....	.....	47 09	767 85	2,804 94	1,239 96	F. I res. free; non-res. $4.50 all others $7.50.
50	.....	.....	52 49	141 81	2,344 30	241 64	F's I and II res. free, non-res $7.50; III $10.
51	24 64	39 15	83 65	135 13	1,242 57	.....	Res. free; non-res. $7.50.
52	7 40	.....	116 83	13 35	1,047 58	11 30	Res. F. I free; all others $5.
53	5,334 08	.....	.....	154 28	6,388 36	.....	Free.
54	48 00	6 00	80 88	590 70	2,925 58	.....	Res. free; others $10.
55	127 00	.....	40 14	257 19	2,097 33	.....	$10.
56	.....	.....	85 57	482 08	1,537 65	45 93	Free.
57	.....	.....	.....	451 01	2,501 01	308 40	Free.
58	.....	.....	.....	416 56	1,966 56	1,569 64	Res. free; non-res. $10.
59	.....	.....	7 05	50 00	1,057 05	.....	Res. free; non-res. $10.
60	.....	130 50	64 50	300 00	2,595 00	111 86	Res. $5; non-res. $10.
61	19 14	.....	20 09	63 30	947 08	432 92	Free.
62	4 24	.....	22 40	69 35	895 99	269 49	$10.
63	4 92	.....	17 84	262 35	1,025 11	292 88	Res. free; non-res, $5.
64	.....	.....	.....	58 45	1,008 45	.....	Res. $5; non-res. $10.
65	30 55	28 06	17 31	386 73	1,972 65	749 70	Res. $5; non-res. $10.
66	134 95	133 49	114 87	405 92	2,012 23	.....	$10.
67	55 43	.....	23 84	199 53	1,718 80	246 19	Res. free; non-res. $5.
68	60 00	1 75	4 23	110 22	1,985 49	285 85	Res free; non-res. $10.
69	.....	50 23	97 49	216 33	1,839 05	60 09	Free.
70	.....	12 00	.....	192 70	2,454 70	.....	$7.50.
71	.....	.....	.....	190 37	1,700 37	184 55	$10.
72	.....	40 00	97 00	185 00	2,272 00	.....	Res. free; non-res. F's I & II $7.50, III $10.
73	17 70	11 10	73 28	641 83	3,913 91	1,214 34	Free.
74	139 05	.....	.....	.....	1,659 05	151 38	Res. 1st yr. free; all others $10
75	16 40	.....	.....	106 27	1,022 67	.....	$7.50.
76	.....	.....	216 57	623 86	2,440 43	.....	Res. $2; non-res. $4.
77	164 77	.....	.....	155 03	2,119 80	900 25	Res. free; non-res. $5.
78	13 92	22 97	9 32	322 47	2,148 68	.....	F. I free; F's II & III, res. $5, non-res, $10.
79	18 88	8 00	28 50	274 99	2,085 37	834 91	Free.
80	90 00	16 00	119 78	281 90	2,337 68	.....	F's I & II, res. $5, non-res. $10; III, $12.50.
81	.....	173 55	109 68	804 81	3,738 04	1,798 16	$10.
82	48 15	13 45	.....	340 24	2,266 84	.....	Res. free; non-res. $5.
83	10 80	35 29	19 35	532 64	4,541 30	.....	Res. free; non-res. $10.
84	.....	1 17	45 99	104 84	1,232 00	500 50	Res $2.50; non-res $5.
85	.....	.....	52 12	114 69	1,715 81	739 63	Res. free; non-res 5.
86	7,200 00	.....	491 90	86 99	8,378 89	1,800 00	Free.
87	.....	.....	5 33	111 00	1,016 33	293 08	$10.
88	.....	13 73	.....	210 58	1,264 31	1,191 29	Res free; non-res $4.50.
89	4 46	2 50	55 00	2 63	864 59	501 27	Res. $2.50; non-res. $5.
90	.....	.....	30 10	128 56	1,058 66	.....	Res. $5; non-res. $10.
91	.....	66 29	49 13	80 00	2,404 57	.....	Free.
92	.....	6 40	34 25	127 78	1,616 43	77 15	Res. $8; non-res. $10.
93	59 90	.....	5 12	.....	1,204 02	5,500 00	Free.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools —concluded	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
94 Russell	308 95	.....	800 00	199 00	634 64	1,942 59	1,050 00
95 St. George	254 97	254 97	375 00	12 25	494 26	1,391 45	864 89
96 Schomberg	223 30	431 49	300 00	83 00	.....	1,037 79	723 47
97 Shelburne	715 61	2,382 44	2 50	478 00	43 22	3,621 77	2,591 40
98 Southampton	514 83	764 83	673 47	250 50	.....	2,203 63	1,660 00
99 Spencerville	300 47	400 47	300 00	174 50	693 09	1,868 53	1,004 00
100 Springfield	318 55	796 37	467 69	53 50	.....	1,636 11	1,456 50
101 Stayner	493 77	658 77	1,500 00	380 50	47 26	3,080 30	1,720 00
102 Stella	192 22	192 22	150 00	390 00	.....	924 44	800 00
103 Stouffville	532 58	532 58	657 41	448 00	.....	2,170 57	1,840 00
104 Sturgeon Falls	645 30	.....	1,000 00	98 85	158 35	1,902 50	1,000 00
105 Sutton	295 34	395 34	750 00	133 00	500 00	2,073 68	1,000 00
106 Tamworth	494 53	849 53	1,033 80	146 50	.....	2,524 36	1,700 00
107 Tara	324 79	574 79	358 86	401 00	17 26	1,676 70	1,340 00
108 Tavistock	406 36	622 26	.....	122 50	18 91	1,170 03	1,030 00
109 Teeswater	495 68	745 68	400 00	331 00	611 15	2,583 51	1,700 00
110 Thamesville	517 92	517 92	506 03	100 00	18 00	1,659 87	1,350 00
111 Thessalon	960 28	.....	929 05	.....	.....	1,889 33	1,625 00
112 Thornbury	526 01	789 01	814 38	123 50	.....	2,252 90	1,909 54
113 Tilbury	510 02	509 52	859 15	179 15	465 78	2,523 62	1,750 00
114 Tottenham	547 75	712 75	262 75	337 00	33 00	1,893 25	1,670 00
115 Tweed	513 95	813 95	470 00	321 00	185 24	2,304 14	1,800 00
116 Wallaceburg	629 50	629 50	5,684 12	.....	.....	6,943 12	2,195 00
117 Warkworth	497 25	897 25	905 80	513 50	.....	2,813 80	1,826 19
118 Webbwood	545 76	.....	759 40	.....	.....	1,305 16	1,000 00
119 West Lorne	300 85	752 12	503 51	.....	243 76	1,800 24	1,208 00
120 Westmeath	297 06	297 06	484 90	103 50	14 05	1,196 57	1,112 88
121 Westport	280 05	360 56	418 01	20 00	20 00	1,098 62	940 00
122 Westport(R.C.S.S)	181 50	351 12	300 00	18 00	244 58	1,095 20	500 00
123 Wheatley	297 47	448 33	379 48	163 00	21 21	1,309 49	1,200 00
124 Wolfe Island	170 75	170 75	125 00	50 00	450 00	966 50	710 00
125 Wroxeter	455 53	911 06	353 86	158 40	.....	1,878 85	1,500 00
1 Totals, 1913	66,257 59	63,496 64	128,584 71	21,229 68	28,562 72	308,131 34	190,463 59
2 Totals, 1912	64,080 71	60,351 81	116,780 72	20,968 65	33,078 93	295,260 82	202,875 49
3 Increases	2,176 88	3,144 83	11,803 99	261 03	.....	12,870 52	.....
4 Decreases	.....	.....	.....	.....	4,516 21	.....	12,411 90
5 Percentages	21.50	20.61	41.73	6.89	9.27	.....	70.10

NOTE.—Thirteen Continuation Schools were, by legislation, made High Schools in 1913, and their statistics appear, therefore, in the High School tables.

SCHOOLS—Continued

CIAL STATEMENT—Concluded

	penditure						
	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
94	396 00	.....	.....	496 59	1,942 59	.....	$10.
95	325 00	.....	.....	95 44	1.285 33	106 12	Res. free; non-res. $2.50.
96	.....	.....	.....	120 04	843 51	194 28	F. I res. free, non-res. $5; all others $10.
97	220 33	18 07	94 27	374 70	3,298 77	323 00	$10.
98	.....	.....	.....	502 83	2,162 83	40 80	$8.
99	.....	.....	14 50	101 85	1,120 35	748 18	$10.
100	16 48	.....	51 64	111 49	1,636 11	.....	Res. F. I free; all others $10.
101	.....	4 33	54 21	305 37	2,083 91	996 39	Res. $5; non-res. $10.
102	50 00	.....	.....	50 00	900 00	24 44	$30.
103	.....	46 60	21 19	262 78	2,170 57	.....	$10.
104	99 00	96 29	.....	561 11	1,756 40	146 10	$10.
105	.....	.....	.....	316 58	1,316 58	757 10	$10.
106	7 00	.....	.....	813 71	2,520 71	3 65	Res. free; non-res. $10.
107	114 95	.....	104 75	117 00	1,676 70	.....	$10.
108	.....	.....	21 53	.....	1,051 53	118 50	Res. $5; non-res. $10.
109	75 14	20 00	63 00	204 71	2,062 85	520 66	1st year $5; other years $10.
110	.....	96 00	8 90	204 97	1,659 87	.....	Res. free; non-res. $10.
111	.....	.....	40 90	223 43	1,889 33	.....	Free.
112	.....	.....	.....	343 36	2,252 90	.....	$5.
113	10 25	43 90	89 05	230 42	2,123 62	400 00	$10.
114	.....	10 00	10 00	203 25	1,893 25	.....	$10.
115	175 00	.....	44 00	265 00	2,284 00	20 14	Res. $5; non-res. $10.
116	4,627 58	34 25	.....	86 29	6,943 12	.....	Res. free; non-res. $10.
117	512 13	.....	.....	475 48	2,813 80	.....	F. I res. $6, non-res. $7.50; F. II res. $9, non-res. $10.50; others $15.
118	69 71	.....	61 12	174 33	1,305 16	.....	Free.
119	13 10	.....	.....	129 61	1,350 71	449 53	Free.
120	.....	6 11	12 51	65 07	1,196 57	.....	$10.
121	.....	.....	.....	158 62	1,098 62	.....	Res. free; non-res. $5.
122	.....	20 00	25 57	100 00	645 57	449 63	Res. free; non-res $5.
123	39 50	.....	42 42	27 57	1,309 49	.....	$10.
124	11 11	8 00	116 00	28 48	873 59	92 91	F. I $10; F. II $15.
125	.....	.....	133 56	245 29	1,878 85	.....	$5 to $10.
1	43,244 44	1,860 37	5,693 88	30,440 68	271,702 96	36,428 38	43 free; 82 not free.
2	15,749 55	3,205 01	11,111 29	32,146 49	265,087 83	30,172 99	50 free; 88 not free.
3	27,494 89	.....	.....	.....	6,615 13	6,255 39	.....
4	.....	1,344 64	5,417 41	1,705 81	.....	.....	7 free; 6 not free.
5	15.92	.68	2.09	11.20	.....	.....	34.4 free; 65.6 not free.

Cost, per pupil, enrolled attendance, $49.01; average attendance, $80.24.

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	No. of other Sections thus represented
1 Acton	18	31	49	31	29	20	.....	40	9	5
2 Alvinston	32	48	80	42	59	21	.....	30	50	15
3 Arkona	11	8	19	11	19	.....	.....	9	10	7
4 Ayr	16	16	32	18	22	10	.....	26	6	4
5 Bath	14	19	33	18	21	12	.....	23	10	3
6 Beaverton	25	38	63	39	44	19	.....	39	24	11
7 Beeton	22	26	48	29	37	11	.....	23	25	7
8 Belmont	9	34	43	32	33	10	.....	32	11	3
9 Blenheim	32	41	73	41	53	20	.....	48	25	9
10 Blind River	7	11	18	11	6	4	8	18	.....	....
11 Blyth	11	23	34	22	18	16	.....	18	16	6
12 Bothwell	17	21	38	28	26	12	.....	23	15	....
13 Bowesville	10	12	22	12	17	5	.....	16	6	5
14 Bracebridge	42	69	111	63	88	18	5	77	34	33
15 Bridgeburg	23	23	46	30	35	11	.....	42	4	2
16 Bruce Mines	10	26	36	20	20	16	.....	22	14	3
17 Brussels	36	41	77	50	45	32	.....	36	41	11
18 Burk's Falls	14	32	46	28	29	17	.....	40	6	3
19 Burlington	27	22	49	29	31	18	.....	43	6	2
20 Cannington	23	34	57	39	38	19	.....	27	30	14
21 Cardinal	25	25	50	29	25	25	.....	34	16	7
22 Carp	24	30	54	32	39	15	.....	30	24	12
23 Claremont	9	10	19	13	18	1	.....	12	7	3
24 Clifford	17	20	37	24	29	8	.....	27	10	5
25 Comber	10	14	24	13	15	9	.....	23	1	1
26 Cookstown	18	23	41	25	26	15	.....	23	18	10
27 Crediton	8	10	18	10	13	5	.....	16	2	2
28 Creemore	16	26	42	19	25	17	.....	34	8	5
29 Drayton	32	62	94	65	44	50	.....	38	56	29
30 Dresden	37	27	64	40	40	24	.....	43	21	8
31 Drumbo	9	15	24	14	16	8	.....	16	8	4
32 Eganville	13	21	34	21	32	2	.....	26	8	4
33 Eganville (R.C.S.S.)	22	32	54	34	33	21	.....	35	19	14
34 Elmvale	15	25	40	22	34	6	.....	16	24	11
35 Ennismore	19	17	36	20	25	11	.....	13	23	7
36 Erin	17	27	44	31	29	15	.....	25	19	5
37 Exeter	66	61	127	83	86	41	.....	60	67	22
38 Fenelon Falls	20	25	45	29	18	27	.....	34	11	6
39 Feversham	2	6	8	5	8	.....	.....	4	4	3
40 Finch	16	25	41	23	36	5	.....	21	20	9
41 Fingal	16	21	37	23	28	9	.....	26	11	3
42 Fitzroy Harbour	12	12	24	13	18	6	.....	10	14	6
43 Fort Frances	5	20	25	14	20	5	.....	15	10	5
44 Gore Bay	24	37	61	34	48	13	.....	36	25	10
45 Grand Valley	25	43	68	40	44	24	.....	38	30	13
46 Hanover	25	26	51	32	33	18	.....	44	7	5
47 Harrow	10	19	29	13	20	9	.....	21	8	5
48 Havelock	19	26	45	27	28	17	.....	36	9	7
49 Highgate	31	31	62	41	37	25	.....	19	43	6
50 Huntsville	21	41	62	39	41	21	.....	47	15	4
51 Jarvis	16	12	28	16	28	.....	.....	9	19	10
52 Jockvale	9	13	22	12	20	2	.....	14	8	2
53 Kars	8	14	22	12	18	4	.....	17	5	2
54 Keewatin	15	27	42	21	27	15	.....	42	.....	....
55 Kenmore	13	25	38	26	26	12	.....	20	18	6
56 Kinburn	9	17	26	15	23	3	.....	21	5	2

SCHOOLS—Continued

IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects										
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra
1	6	14	3	....	7	6	13	....	29	49	49	49	49	20	....	29	29	29	49
2	5	43	1	....	12	3	16	....	35	58	58	58	58	8	....	50	35	50	58
3	1	14	1	....	2	1	....	....	19	19	19	19	19	....	....	18	19	19	19
4	4	20	....	....	2	5	1	....	28	32	32	32	17	10	....	26	32	26	29
5	7	11	4	....	3	6	2	....	21	33	33	33	33	12	....	21	21	21	33
6	10	17	4	2	5	7	11	7	44	63	63	63	63	19	....	44	44	44	63
7	9	28	3	....	3	5	....	....	37	48	48	48	48	11	....	37	37	37	48
8	1	38	1	....	....	....	2	1	33	43	43	43	31	10	....	33	33	33	43
9	9	37	5	....	9	6	6	1	63	72	72	72	72	19	....	63	63	63	72
10	3	....	....	....	12	3	....	....	18	18	18	18	18	13	13	18	14	18	18
11	6	11	3	....	8	4	2	....	18	34	34	34	34	16	....	18	18	18	34
12	.....	12	1	....	22	3	....	....	26	38	38	24	38	12	....	26	26	26	38
13	.....	20	....	....	2	....	....	....	22	22	22	22	22	5	....	17	17	17	22
14	20	25	2	1	46	8	9	....	88	111	111	106	106	18	5	88	88	88	111
15	8	2	....	....	27	7	2	....	25	31	31	31	31	6	....	23	23	25	31
16	5	14	....	....	9	....	8	....	20	36	36	36	36	16	....	20	20	20	36
17	9	62	1	....	2	....	1	2	45	77	77	77	50	32	....	45	45	45	77
18	3	14	2	....	10	10	7	....	37	46	46	46	46	17	....	37	37	37	46
19	7	24	5	....	5	2	6	....	31	31	49	49	49	18	....	31	31	31	49
20	3	31	3	2	5	3	4	6	52	57	57	57	57	19	....	52	52	52	57
21	4	16	2	....	5	15	7	1	25	50	50	50	50	25	....	25	25	25	50
22	1	34	5	....	1	3	9	1	39	54	54	54	54	15	....	39	39	39	54
23	12	2	....	....	....	....	3	2	18	19	19	19	8	1	....	18	19	18	19
24	8	14	3	....	6	2	1	3	25	33	33	25	19	8	....	25	25	25	33
25	9	8	1	....	1	5	....	....	15	24	24	24	19	9	....	15	15	15	24
26	7	25	....	....	2	3	....	4	26	41	41	41	41	15	....	26	26	26	41
27	3	8	3	....	2	....	1	1	13	18	18	18	18	8	....	13	13	13	18
28	5	17	2	1	5	3	9	....	25	42	42	42	42	17	....	25	25	25	42
29	.....	69	1	....	7	14	3	....	45	94	94	94	94	50	....	44	44	44	94
30	9	26	8	1	10	9	1	....	40	64	64	64	64	24	....	40	40	40	64
31	.....	13	2	....	3	2	4	....	16	24	24	24	24	8	....	16	16	16	24
32	.....	9	3	....	4	3	15	....	32	34	34	34	21	2	....	32	32	32	34
33	11	22	3	....	8	8	2	....	33	54	54	54	54	21	....	33	33	33	54
34	4	17	....	....	4	4	9	2	25	31	31	31	31	6	....	25	25	25	31
35	.....	36	....	....	....	....	....	....	25	36	36	36	36	11	....	25	25	25	36
36	5	24	3	....	3	2	7	....	29	44	44	44	44	15	....	29	29	29	44
37	22	55	5	1	15	13	6	10	85	126	126	71	71	41	....	85	85	85	106
38	11	16	3	....	5	5	2	3	34	45	45	45	45	16	....	34	45	34	45
39	.....	6	....	....	1	1	....	....	8	8	8	8	8	....	....	8	8	8	8
40	2	26	2	....	8	....	1	2	36	41	41	41	41	5	....	36	36	36	41
41	3	27	2	....	1	2	1	1	28	37	37	37	30	9	....	28	28	28	37
42	.....	13	....	....	....	7	4	....	18	24	24	12	24	8	....	18	18	18	24
43	4	6	1	....	5	6	3	....	17	25	22	22	22	5	....	17	17	20	22
44	4	27	3	....	7	4	15	1	54	61	61	61	61	13	....	54	54	54	61
45	11	32	2	....	9	2	4	8	46	68	68	68	43	23	....	46	46	46	68
46	14	9	4	....	18	2	1	3	40	51	51	30	42	34	....	40	40	51	50
47	6	16	....	....	2	1	2	2	19	29	29	29	29	9	....	19	19	19	29
48	5	11	5	....	4	15	4	1	28	45	45	45	30	17	....	28	28	28	45
49	2	39	3	1	4	2	8	3	37	62	62	62	62	25	....	37	37	37	37
50	10	12	8	1	10	10	6	5	44	62	62	62	62	18	....	44	44	44	62
51	2	22	....	....	2	1	1	....	28	28	28	28	28	....	....	28	28	28	28
52	.....	22	....	....	....	....	....	....	20	22	22	22	22	2	....	20	20	20	22
53	1	17	1	....	2	....	1	....	18	22	22	22	22	4	....	18	18	18	22
54	.....	....	....	....	5	27	10	....	27	42	42	42	42	15	....	27	27	27	42
55	.....	30	1	....	4	....	3	....	21	38	38	38	38	13	....	26	26	26	38
56	2	19	....	....	1	....	4	....	19	22	22	22	11	3	....	19	19	19	22

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Number of Pupils in the Various Subjects							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
1 Acton	37	.....	35	.....	35	29	29	49
2 Alvinston	23	.....	2	.....	25	50	50	23
3 Arkona	18	.....	.....	.....	19	18	18	.....
4 Ayr	17	.....	20	.....	29	23	23	17
5 Bath	33	.....	.....	.....	20	21	21	33
6 Beaverton	42	.....	48	.....	53	44	44	42
7 Beeton	30	.....	42	.....	46	37	37	30
8 Belmont	31	.....	31	.....	43	33	33	31
9 Blenheim	49	.....	40	.....	49	63	63	38
10 Blind River	13	.....	18	.....	18	18	18	13
11 Blyth	24	.....	15	.....	20	18	18	24
12 Bothwell	29	.....	36	.....	38	26	26	38
13 Bowesville	19	.....	16	.....	16	17	17	19
14 Bracebridge	111	5	34	12	85	88	88	56
15 Bridgeburg	16	.....	29	.....	31	23	23	29
16 Bruce Mines	36	.....	34	.....	36	20	20	19
17 Brussels	50	.....	42	.....	58	45	45	50
18 Burk's Falls	33	.....	24	.....	40	37	37	32
19 Burlington	49	.....	49	.....	49	37	37	40
20 Cannington	57	.....	50	.....	50	52	52	44
21 Cardinal	39	.....	31	4	44	25	25	39
22 Carp	54	.....	49	.....	51	39	39	54
23 Claremont	8	.....	19	.....	18	18	18	8
24 Clifford	19	.....	17	.....	33	25	25	8
25 Comber	19	.....	16	.....	18	14	14	19
26 Cookstown	33	.....	26	.....	41	19	19	33
27 Crediton	15	.....	3	17	18	13	13	10
28 Creemore	42	.....	24	.....	24	19	19	31
29 Drayton	94	.....	64	.....	93	44	44	66
30 Dresden	64	.....	44	.....	62	40	40	44
31 Drumbo	19	.....	19	.....	22	16	16	21
32 Eganville	21	.....	5	.....	8	32	32	18
33 Eganville (R.C.S.S.)	43	.....	21	.....	21	23	23	42
34 Elmvale	31	.....	30	.....	31	25	25	14
35 Ennismore	27	.....	24	.....	24	25	25	18
36 Erin	33	.....	.....	.....	40	29	29	34
37 Exeter	71	.....	47	1	58	58	58	71
38 Fenelon Falls	45	.....	40	.....	40	34	34	27
39 Feversham	4	.....	.....	.....	8	8	8	8
40 Finch	41	.....	30	.....	20	36	36	21
41 Fingal	30	.....	8	.....	15	28	28	.....
42 Fitzroy Harbour	15	.....	11	.....	10	18	18	15
43 Fort Frances	22	.....	.....	.....	22	17	17	17
44 Gore Bay	61	.....	55	.....	53	54	54	61
45 Grand Valley	43	.....	60	.....	63	44	44	43
46 Hanover	41	.....	.....	37	48	35	35	30
47 Harrow	21	.....	27	1	26	19	19	29
48 Havelock	30	.....	40	.....	43	28	28	17
49 Highgate	49	.....	29	.....	44	37	37	49
50 Huntsville	62	.....	48	.....	46	44	44	38
51 Jarvis	20	.....	18	18	28	28	28	.....
52 Jockvale	13	.....	20	.....	22	20	20	13
53 Kars	13	.....	20	.....	21	18	18	13
54 Keewatin	29	.....	40	.....	39	27	27	33
55 Kenmore	28	.....	28	.....	29	26	26	29
56 Kinburn	11	.....	.....	.....	22	19	19	11

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued								Special Courses		
	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
1	49	.....	29	27	.....	.....	29	.....	.....	.....	.....
2	58	.....	50	.....	.....	.....	50	.....	.....	.....	.....
3	19	.....	19	19	.....	.....	18	.....	.....	.....	.....
4	32	.....	22	28	.....	.....	28	.....	.....	.....	.....
5	33	.....	21	21	.....	.....	21	21	.....	.....	.....
6	63	.....	44	.....	.....	.....	44	.....	.....	.....	.....
7	48	.....	37	37	.....	.....	37	48	.....	.....	.....
8	43	.....	33	.....	.....	.....	33	43	.....	16	.....
9	72	.....	63	63	.....	.....	63	50	.....	.....	.....
10	13	.....	10	10	.....	.....	18	.....	.....	.....	.....
11	34	.....	18	18	.....	.....	18	.....	.....	.....	.....
12	38	.....	26	9	.....	.....	26	.....	.....	.....	.....
13	22	.....	17	22	.....	.....	17	22	.....	.....	.....
14	111	.....	50	.....	.....	.....	88	106	.....	.....	.....
15	29	.....	31	.....	.....	.....	23	31	.....	.....	.....
16	36	.....	20	20	.....	.....	20	.....	.....	.....	.....
17	77	.....	27	27	.....	.....	45	.....	.....	.....	.....
18	46	.....	37	37	.....	.....	37	37	.....	.....	6
19	40	.....	31	10	.....	.....	31	.....	.....	.....	.....
20	57	.....	52	52	.....	.....	52	43	.....	.....	.....
21	50	.....	25	14	.....	.....	25	.....	.....	.....	.....
22	54	.....	39	39	.....	.....	39	.....	.....	.....	.....
23	19	.....	18	.....	.....	.....	18	19	.....	.....	.....
24	33	.....	14	12	.....	.....	25	.....	.....	.....	.....
25	24	.....	15	13	.....	.....	15	19	.....	.....	.....
26	41	.....	26	26	.....	.....	19	.....	.....	.....	.....
27	18	.....	13	13	.....	.....	13	.....	.....	.....	.....
28	42	.....	25	19	.....	.....	19	.....	.....	.....	.....
29	94	.....	44	44	.....	.....	44	.....	.....	.....	.....
30	64	.....	40	40	.....	.....	40	.....	.....	.....	.....
31	24	.....	24	16	.....	.....	17	24	.....	.....	.....
32	34	.....	32	32	.....	.....	32	.....	.....	.....	.....
33	54	.....	54	11	.....	1	32	54	.....	.....	.....
34	30	.....	25	25	.....	.....	31	31	.....	.....	.....
35	18	.....	25	25	.....	.....	25	36	.....	.....	.....
36	34	.....	29	29	.....	.....	29	44	.....	.....	.....
37	78	.....	85	51	22	26	61	126	26	30	.....
38	45	.....	34	34	.....	.....	34	45	.....	.....	3
39	8	.....	8	4	.....	.....	.....	.....	.....	.....	.....
40	41	.....	18	18	.....	.....	41	41	.....	.....	5
41	37	.....	28	28	.....	.....	28	.....	.....	.....	.....
42	24	.....	18	18	.....	.....	18	.....	.....	.....	.....
43	19	.....	20	20	3	.....	17	.....	3	.....	.....
44	61	.....	54	53	.....	.....	54	.....	.....	.....	.....
45	68	.....	46	46	.....	.....	46	.....	.....	.....	.....
46	35	.....	41	41	.....	.....	40	51	.....	.....	.....
47	29	.....	29	19	.....	.....	19	.....	.....	.....	.....
48	45	.....	28	28	.....	.....	28	45	.....	.....	.....
49	62	.....	37	24	.....	.....	.....	62	.....	.....	.....
50	62	.....	44	44	.....	.....	44	.....	.....	.....	.....
51	28	.....	28	20	.....	.....	28	.....	.....	.....	.....
52	22	.....	20	20	.....	.....	20	22	.....	.....	.....
53	22	.....	18	18	.....	.....	18	22	.....	.....	.....
54	42	.....	27	27	.....	.....	27	42	.....	.....	.....
55	38	.....	26	10	.....	.....	30	30	.....	.....	.....
56	22	.....	22	.....	.....	.....	19	.....	.....	.....	.....

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	No. of other Sections thus represented
57 Lakefield	22	40	62	46	33	29	.....	49	13	4
58 Lanark	16	65	81	56	41	40	.....	38	43	19
59 Little Current	7	20	27	13	27	.....	.....	27	.....	....
60 Lucknow	31	51	82	51	49	33	.....	38	44	17
61 Malakoff	3	13	16	9	14	2	.....	13	3	3
62 Manitowaning	2	11	13	7	11	2	.....	6	7	3
63 Manotick	7	16	23	13	18	5	.....	6	17	7
64 Maxville	15	36	51	33	45	6	.....	26	25	25
65 Melbourne	24	28	52	32	30	22	.....	12	40	12
66 Merlin	12	18	30	18	15	15	.....	21	9	5
67 Merrickville	33	21	54	35	41	13	.....	43	11	6
68 Metcalfe	15	33	48	31	32	16	.....	27	21	10
69 Millbrook	20	32	52	30	36	16	.....	31	21	11
70 Milton	25	30	55	33	46	9	.....	39	16	10
71 Mount Albert	20	26	46	28	27	19	.....	24	22	7
72 New Hamburg	24	19	43	25	25	18	.....	26	17	7
73 New Liskeard	24	23	47	28	31	16	.....	35	12	8
74 North Augusta	18	25	43	25	28	15	.....	20	23	14
75 North Gower	13	11	24	16	15	9	.....	10	14	5
76 Norwich	32	38	70	40	27	43	.....	37	33	8
77 Odessa	20	13	33	20	22	11	.....	13	20	10
78 Oil Springs	14	42	56	33	31	25	.....	34	22	7
79 Orono	8	27	35	23	22	13	.....	21	14	6
80 Paisley	36	39	75	49	55	20	.....	39	36	18
81 Pakenham	36	39	75	60	42	29	4	31	44	10
82 Palmerston	32	48	80	46	67	13	.....	54	26	12
83 Parry Sound	30	76	106	64	74	32	.....	71	35	18
84 Plattsville	12	23	35	24	19	16	.....	16	19	3
85 Port Burwell	4	13	17	9	9	8	.....	12	5	1
86 Port Colborne	19	14	33	29	33	.....	.....	31	2	2
87 Powassan	8	16	24	12	24	.....	.....	20	4	3
88 Princeton	10	16	26	15	21	5	.....	21	5	3
89 Richard's Landing	3	19	22	14	17	5	.....	20	2	2
90 Richmond	15	20	35	18	24	11	.....	17	18	7
91 Ridgeway	19	23	42	26	30	12	.....	22	20	7
92 Ripley	26	39	65	42	39	26	.....	27	38	18
93 Rodney	22	17	39	23	26	13	.....	28	11	8
94 Russell	11	14	25	16	24	1	.....	17	8	7
95 St. George	16	12	28	11	20	8	.....	15	13	5
96 Schomberg	10	14	24	9	24	.....	.....	19	5	3
97 Shelburne	27	64	91	55	64	27	.....	40	51	25
98 Southampton	14	27	41	26	25	16	.....	34	7	7
99 Spencerville	14	15	29	17	21	8	.....	16	13	5
100 Springfield	9	19	28	14	20	8	.....	18	10	6
101 Stayner	32	37	69	45	41	28	.....	38	31	9
102 Stella	5	14	19	12	16	.....	3	9	10	4
103 Stouffville	31	27	58	40	46	12	.....	28	30	13
104 Sturgeon Falls	2	16	18	9	18	.....	.....	14	4	1
105 Sutton	5	15	20	13	16	4	.....	14	6	4
106 Tamworth	18	36	54	36	49	5	.....	31	23	12
107 Tara	17	44	61	36	50	11	.....	26	35	15
108 Tavistock	9	10	19	13	15	4	.....	13	6	3
109 Teeswater	30	29	59	43	36	23	.....	39	20	10
110 Thamesville	22	32	54	35	39	15	.....	38	16	9

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects										
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra
57	5	18	1	....	3	32	2	1	31	62	62	62	45	29	....	31	31	31	62
58	5	40	5	....	15	5	8	3	41	81	81	81	81	40	....	41	41	41	81
59	1	11	....	....	4	9	2	....	27	27	27	27	....	....	....	27	27	27	27
60	7	41	6	....	3	2	23	....	57	82	82	82	82	33	....	57	82	57	82
61	....	16	....	....	....	....	....	....	14	13	13	7	6	2	....	14	14	14	13
62	2	8	....	....	2	....	1	....	11	13	13	13	13	13	....	10	11	10	13
63	4	17	....	....	....	1	....	1	18	23	23	23	23	3	....	18	18	18	23
64	6	29	1	....	2	....	13	....	51	51	51	51	51	6	....	51	51	51	51
65	4	41	....	....	3	4	....	....	32	50	50	52	52	20	....	32	32	32	50
66	7	18	1	....	3	1	....	....	15	30	30	30	30	15	....	15	30	15	30
67	9	10	4	....	15	4	7	5	41	53	53	53	30	12	....	41	41	41	53
68	3	33	2	....	3	3	4	....	32	48	48	48	29	16	....	32	32	32	48
69	4	26	5	....	7	4	5	1	42	52	52	52	52	16	....	42	42	42	52
70	13	27	5	....	7	3	....	....	46	55	55	55	55	9	....	46	22	46	55
71	6	30	1	....	3	....	....	6	33	45	45	45	45	45	....	33	33	33	45
72	11	18	3	....	6	5	....	....	25	43	43	43	43	18	....	25	43	25	43
73	9	18	3	....	9	2	6	....	31	47	47	47	47	16	....	31	31	31	47
74	....	29	1	....	3	1	9	....	28	43	43	43	43	15	....	28	43	28	43
75	....	19	2	....	1	....	1	1	18	24	24	24	24	9	....	18	18	18	24
76	9	41	5	1	9	3	2	....	54	70	70	51	70	27	....	53	70	56	70
77	4	23	....	....	5	1	....	....	22	33	33	33	18	11	....	22	22	22	33
78	5	32	3	....	5	7	4	....	56	56	56	56	56	25	....	56	56	56	56
79	9	20	1	....	3	2	....	....	22	35	35	35	35	13	....	22	22	22	35
80	9	55	4	....	2	1	2	2	67	75	75	75	75	20	....	67	75	67	75
81	6	57	8	....	2	2	....	....	36	64	64	64	64	28	4	36	36	36	64
82	1	35	1	....	24	9	10	....	67	80	80	80	80	13	....	67	67	67	80
83	44	32	3	3	5	9	10	....	74	106	106	106	106	32	....	74	74	74	106
84	2	18	1	....	6	6	2	....	19	35	35	35	35	16	....	19	35	19	35
85	2	6	1	....	4	1	3	....	15	17	17	17	17	8	....	12	15	14	17
86	2	3	4	2	8	7	7	....	33	33	33	18	15	15	....	33	33	33	33
87	3	9	....	....	5	7	....	....	24	24	24	24	24	....	....	24	24	24	24
88	3	20	1	....	1	1	....	....	21	26	26	26	18	5	....	21	21	21	26
89	2	13	....	....	....	....	7	....	17	22	22	22	22	5	....	17	17	17	22
90	2	27	3	....	2	....	1	....	28	35	35	35	35	10	....	28	35	28	35
91	8	28	1	....	2	3	....	....	42	42	42	42	42	12	....	40	40	40	42
92	1	40	2	....	3	5	5	9	39	65	65	65	39	26	....	39	39	39	65
93	6	25	2	....	2	4	....	....	26	26	39	39	39	13	....	26	26	39	39
94	8	7	1	....	3	....	6	....	24	25	25	25	17	1	....	24	24	24	25
95	3	13	1	....	4	5	....	2	21	28	28	28	28	6	....	21	21	21	28
96	6	10	....	....	....	6	2	....	24	24	24	24	24	....	....	24	24	24	24
97	6	68	2	....	7	4	4	....	64	91	91	91	91	27	....	64	34	64	91
98	4	4	2	....	12	11	8	....	30	39	39	36	31	14	....	30	30	30	39
99	1	19	2	....	2	....	5	....	24	29	29	29	21	8	....	24	24	24	29
100	4	15	....	....	3	4	2	....	20	28	28	20	28	8	....	20	20	20	28
101	11	32	6	1	5	4	10	....	53	69	69	69	69	31	....	37	37	37	69
102	....	13	1	....	....	2	2	1	16	19	19	11	11	....	....	16	16	16	16
103	7	33	4	....	2	....	12	....	46	46	58	58	48	12	....	46	46	46	58
104	2	1	1	....	7	1	6	....	18	18	18	18	18	....	....	18	18	18	18
105	4	11	....	1	3	....	1	....	16	20	20	20	20	4	....	16	16	16	20
106	8	38	3	....	4	1	....	....	49	54	54	54	54	5	....	49	49	49	49
107	2	36	5	....	8	4	6	....	50	61	61	50	31	11	....	50	61	50	61
108	2	8	1	....	3	....	5	....	16	19	19	7	19	3	....	15	15	15	19
109	6	25	3	....	5	1	14	5	36	59	59	59	28	23	....	36	36	36	59
110	9	21	3	....	10	5	....	6	39	54	54	54	54	15	....	39	39	39	54

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
57 Lakefield	45		49		51	31	31	45
58 Lanark	81		25		66	41	41	56
59 Little Current	11		6		11	27	27	
60 Lucknow	82		23		74	57	57	35
61 Malakoff	6		13		13	14	14	9
62 Manitowaning	8		1		10	11	11	8
63 Manotick	17		8		13	18	18	17
64 Maxville	28		23		40	51	51	28
65 Melbourne	33		33		49	32	32	28
66 Merlin	22		22		30	15	15	30
67 Merrickville	30		31		32	41	41	30
68 Metcalfe	29		42		40	32	32	29
69 Millbrook	52		41		40	42	42	36
70 Milton	33		30		33	46	46	33
71 Mount Albert	45		38		46	33	33	45
72 New Hamburg	31			25	27	25	25	31
73 New Liskeard	32		28		44	31	31	28
74 North Augusta	29		37		36	28	28	29
75 North Gower	24		23		20	18	18	24
76 Norwich	49		70		55	53	53	38
77 Odessa	18		26		26	22	22	18
78 Oil Springs	43		7		12	56	56	43
79 Orono	25		14		35	22	22	25
80 Paisley	75		61		71	67	67	20
81 Pakenham	64	4	45		52	36	36	60
82 Palmerston	80		59		65	67	67	56
83 Parry Sound	76		44	18	73	73	73	51
84 Plattsville	35		30		30	19	19	35
85 Port Burwell	13		11		11	15	15	17
86 Port Colborne	15		15		33	33	33	33
87 Powassan	16		19		23	24	24	16
88 Princeton	18				14	21	21	18
89 Richard's Landing	22				12	17	17	22
90 Richmond	35		19		35	28	28	25
91 Ridgeway	28		24		42	40	40	12
92 Ripley	65		13		65	39	39	39
93 Rodney	35		23	1	25	26	26	35
94 Russell	25		13		15	24	24	16
95 St. George	20		27		28	20	20	9
96 Schomberg	12		17		16	24	24	10
97 Shelburne	62		6	21	86	64	64	62
98 Southampton	31		33		37	30	30	25
99 Spencerville	21		13		21	24	24	21
100 Springfield	23		8		11	20	20	23
101 Stayner	44		43		49	37	37	41
102 Stella	16		15	6	18	16	16	4
103 Stouffville	46		33		33	46	46	46
104 Sturgeon Falls	13		9		18	18	18	12
105 Sutton	20		17		17	16	16	11
106 Tamworth	49		48		52	49	49	42
107 Tara	31		12		22	50	50	31
108 Tavistock	10			16	18	14	14	18
109 Teeswater	59		35		46	36	36	28
110 Thamesville	39		52		53	39	39	39

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued								Special Courses		
	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
57	62	.....	31	31	.....	.....	30	43	.....	.....	.....
58	81	.....	41	25	.....	.....	41	81	.....	.....	.....
59	27	.....	27	19	.....	.....	27	.....	.....	.....	.....
60	82	.....	57	57	.....	.....	57	.....	.....	.....	.....
61	16	.....	14	14	.....	.....	14	16	.....	.....	.....
62	13	.....	11	11	.....	.....	11	13	.....	.....	.....
63	23	.....	18	6	.....	.....	18	23	.....	.....	.....
64	51	.....	51	28	.....	.....	51	.....	.....	.....	2
65	52	.....	30	.....	.....	.....	30	.....	.....	.....	.....
66	30	.....	30	.....	.....	.....	15	30	.....	.....	7
67	30	.....	41	41	.....	.....	41	.....	.....	.....	.....
68	48	.....	32	32	.....	.....	32	48	.....	.....	.....
69	52	.....	42	42	.....	.....	42	.....	.....	.....	.....
70	55	.....	46	10	.....	.....	46	46	.....	.....	.....
71	45	.....	33	33	.....	.....	33	.....	.....	.....	.....
72	43	.....	43	.....	.....	.....	25	43	.....	.....	.....
73	47	.....	31	31	.....	.....	31	32	.....	.....	.....
74	43	.....	28	13	.....	.....	28	.....	.....	.....	.....
75	24	.....	18	18	.....	.....	18	.....	.....	.....	.....
76	36	.....	54	54	.....	.....	54	70	.....	.....	.....
77	33	.....	22	22	.....	.....	22	.....	.....	.....	.....
78	56	.....	56	56	.....	.....	56	.....	.....	.....	.....
79	35	.....	22	.....	.....	.....	22	35	.....	.....	.....
80	75	.....	67	.....	.....	.....	67	75	.....	.....	.....
81	64	.....	36	36	.....	.....	64	.....	.....	.....	.....
82	80	.....	67	67	.....	.....	67	.....	.....	.....	.....
83	105	.....	74	74	.....	.....	79	106	.....	.....	6
84	35	.....	35	19	.....	.....	19	35	.....	.....	.....
85	17	.....	13	15	.....	.....	15	17	.....	.....	.....
86	33	.....	18	.....	.....	.....	33	33	.....	.....	.....
87	24	.....	24	.....	16	.....	24	.....	.....	.....	.....
88	26	.....	21	.....	.....	.....	21	.....	.....	.....	.....
89	22	.....	17	17	.....	.....	17	22	.....	.....	.....
90	35	.....	35	28	.....	.....	28	16	.....	.....	.....
91	42	.....	40	28	.....	.....	40	42	.....	.....	3
92	65	.....	39	13	.....	.....	39	65	.....	.....	3
93	39	.....	26	.....	.....	.....	27	.....	.....	.....	1
94	25	.....	24	24	.....	.....	24	.....	.....	.....	.....
95	28	.....	21	16	.....	.....	22	.....	.....	.....	.....
96	24	.....	24	24	.....	.....	24	.....	.....	.....	.....
97	91	.....	23	23	.....	32	64	.....	.....	.....	.....
98	39	.....	30	30	.....	.....	30	41	.....	.....	.....
99	29	.....	24	17	.....	.....	24	.....	.....	.....	.....
100	28	.....	20	20	.....	.....	20	28	.....	.....	.....
101	55	.....	37	.....	.....	.....	37	.....	.....	.....	.....
102	16	.....	16	16	.....	.....	16	.....	.....	.....	.....
103	46	.....	46	46	.....	.....	46	47	.....	.....	1
104	18	.....	18	18	.....	.....	18	18	.....	.....	.....
105	20	.....	16	16	.....	.....	16	20	.....	.....	.....
106	54	.....	28	.....	.....	.....	49	54	.....	.....	.....
107	61	.....	50	8	.....	.....	50	.....	.....	.....	.....
108	18	.....	14	.....	.....	.....	14	19	.....	.....	.....
109	59	.....	36	36	.....	.....	36	.....	.....	.....	.....
110	54	.....	39	39	.....	.....	39	.....	.....	.....	1

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Continued	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total Number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C.S. District or School Section	Other Sections	No. of other Sections thus represented
111 Thessalon	15	35	50	30	42	8	.....	31	19	7
112 Thornbury	17	24	41	20	31	10	.....	22	19	7
113 Tilbury	11	19	30	17	21	9	.....	27	3	3
114 Tottenham	24	28	52	32	26	26	.....	16	36	8
115 Tweed	26	47	73	43	44	29	.....	41	32	12
116 Wallaceburg	44	64	108	52	74	34	.....	92	16	9
117 Warkworth	26	35	61	44	33	28	.....	29	32	9
118 Webbwood	4	12	16	8	16	.....	.....	16	.....	.....
119 West Lorne	8	32	40	18	11	29	.....	26	14	6
120 Westmeath	9	21	30	18	22	8	.....	21	9	2
121 Westport (R.C.S.S.)	9	15	24	16	19	5	.....	17	7	3
122 Westport	8	15	23	16	14	9	.....	18	5	3
123 Wheatley	12	16	28	17	28	.....	.....	16	12	7
124 Wolfe's Island	5	4	9	7	9	.....	.....	7	2	2
125 Wroxeter	10	23	33	19	27	6	.....	27	6	5
1 Totals, 1913	2,229	3,315	5,544	3,386	3,807	1,717	20	3,397	2,147	933
2 Totals, 1912	2,499	3,595	6,094	3,777	4,166	1,879	49	3,956	2,138	925
3 Increases	.....	.....	.....	.....	.....	.....	.....	.....	9	8
4 Decreases	270	280	550	391	359	162	29	559	.....	.....
5 Percentages	40.20	59.79	.....	61.07	68.66	30.97	.36	61.27	38.72	16.82

NOTE.—Thirteen Continuation Schools were by legislation made High Schools in 1913, and their statistics appear, therefore, in the High School tables.

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects					
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History
111	12	20	2	1	4	9	2	.....	42	50	50	50	30	8
112	10	14	3	.....	9	.....	2	3	31	41	41	41	41	10
113	6	17	2	.....	1	3	1	.....	21	30	30	9	12	9
114	10	17	4	3	7	4	7	.....	52	52	52	52	52	26
115	10	25	4	4	22	2	4	2	57	73	73	73	73	30
116	23	16	3	2	17	23	24	.....	90	107	98	98	90	33
117	..	41	8	.....	12	.....	.....	.....	33	61	61	61	61	28
118	1	3	1	.....	.....	5	3	3	16	16	16	16	16	.....
119	..	16	.....	.....	8	11	5	.....	35	40	40	40	29	5
120	8	14	.....	.....	4	4	.....	.....	30	30	30	30	24	8
121	..	12	.....	.....	.....	10	2	.....	24	24	24	24	24	5
122	7	11	.....	.....	1	3	1	.....	14	23	23	23	17	17
123	4	15	.....	.....	3	2	4	.....	28	28	28	28	28	.....
124	..	1	.....	.....	.....	.....	8	.....	9	9	9	9	5	.....
125	7	12	.....	.....	3	.....	10	1	18	33	33	33	33	6
1	688	2,703	257	28	701	518	527	122	4,050	5,424	5,455	5,239	4,897	1,725
2	851	2,813	283	43	793	543	616	152	4,557	5,993	5,988	5,844	5,766	2,016
3	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	163	110	26	15	92	25	89	30	507	569	533	605	869	291
5	12.40	48.75	4.63	.50	12.64	9.34	9.50	2.20	73.05	97.83	98.39	94.49	88.32	31.11

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded									
	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin
111 Thessalon	.....	42	42	42	50	34	.....	29	.....	37
112 Thornbury	.....	31	31	31	41	24	.....	27	.....	35
113 Tilbury	.....	21	21	21	30	18	.....	15	.....	27
114 Tottenham	.....	26	52	52	52	26	.....	40	.....	40
115 Tweed	.....	57	57	57	73	55	.....	55	.....	61
116 Wallaceburg	.....	107	90	74	91	58	.....	32	.....	85
117 Warkworth	.....	33	33	33	61	61	.....	39	.....	47
118 Webbwood	.....	16	16	16	16	11	.....	14	.....	14
119 West Lorne	.....	11	40	40	40	29	.....	.....	.....	.....
120 Westmeath	.....	22	30	22	30	30	.....	18	.....	21
121 Westport (R.C.S.S.)	.....	19	24	19	24	17	.....	21	.....	21
122 Westport	.....	14	23	23	23	17	.....	22	.....	23
123 Wheatley	.....	28	28	28	28	21	.....	15	.....	20
124 Wolfe Island	.....	9	9	9	9	5	.....	4	.....	9
125 Wroxeter	.....	18	18	18	33	22	.....	20	.....	25
1 Totals, 1913	22	3,989	4,131	4,055	5,391	4,226	9	3,163	177	4,324
2 Totals, 1912	63	4,390	4,630	4,428	5,924	5,732	9	3,519	184	4,696
3 Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Decreases	41	401	499	373	533	1,506	.....	356	7	372
5 Percentages	.39	71.95	74.51	73.14	97.24	76.22	.16	57.05	3.19	77.99

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Number of Pupils in the Various Subjects—Concluded											Special Courses		
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
111	42	42	30	50	.....	42	29	.....	.....	42	.....	.....	....	....
112	31	31	13	41	.....	31	31	.....	.....	31	.....	.....	....	....
113	18	18	18	30	.....	21	12	.....	.....	21	30	1	....	....
114	26	26	52	52	.....	26	26	.....	.....	26	.....	.....	....	6
115	57	57	55	73	.....	57	40	.....	.....	57	73	.....	....	....
116	57	57	58	90	.....	49	17	16	16	57	108	.....	....	....
117	33	33	61	61	.....	33	33	.....	.....	33	.....	.....	....	....
118	16	16	11	16	.....	16	11	.....	.....	16	.....	.....	....	....
119	11	11	29	29	.....	11	.....	.....	.....	40	.....	.....	....	....
120	22	22	24	30	.....	30	21	.....	.....	22	.....	.....	....	....
121	19	19	17	17	.....	24	19	.....	.....	19	24	.....	....	....
122	14	14	17	23	.....	.....	.....	.....	.....	14	.....	.....	....	....
123	28	28	28	28	.....	28	.....	.....	.....	28	28	.....	....	....
124	9	9	5	9	.....	9	.....	.....	.....	9	9	.....	....	....
125	27	27	22	33	.....	27	27	.....	.....	27	.....	.....	....	....
1	3,891	3,891	3,593	5,234	.....	3,876	2,720	57	75	3,948	2,504	30	46	44
2	4,118	4,262	4,102	5,790	4	4,316	4,103	96	94	4,352	1,927	86	270	53
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	577	.....	....	....
4	227	371	509	556	4	440	1,383	39	19	404	.....	56	224	9
5	70.18	70.18	64.81	94.40	.....	69.91	49.06	1.03	1.35	71.21	45.16	.54	.82	.79

CONTINUATION
III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone, Cement or Frame School House	No. of Acres in Play-ground	Schools under Public School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
1 Acton	S	1½	1	261	198	4	22	36	.....	.....	.....	...	....
2 Alvinston	B	¼	1	230	369	....	66	35	.....	.....	.....	...	....
3 Arkona	B	1	1	156	145	....	25	25	.....	.....	.....	...	....
4 Ayr	B	6	.....	128	178	....	22	17	.....	.....	.....	...	....
5 Bath	B	1	1	151	169	....	25	17	.....	.....	.....	...	....
6 Beaverton	B	2	1	112	317	....	21	29	100	.....	.....	...	....
7 Beeton	B	1½	1	210	357	....	40	37	.....	.....	.....	...	....
8 Belmont	B	3	1	224	324	14	38	28	.....	.....	.....	...	....
9 Blenheim	B	1½	1	388	446	6	98	52	.....	.....	.....	...	....
10 Blind River	F	⅛	1	149	162	....	17	9	.....	.....	.....	...	....
11 Blyth	B	2	1	168	191	....	81	34	.....	.....	.....	...	....
12 Bothwell	B	3	1	202	169	....	28	10	.....	.....	.....	...	....
13 Bowesville	B	1½	1	161	146	....	23	17	.....	.....	.....	...	....
14 Bracebridge	B	1	1	392	617	....	78	102	.....	.....	.....	...	....
15 Bridgeburg	B	2	1	256	224	....	28	13	60	.....	.....	...	....
16 Bruce Mines	F	2	1	252	471	6	36	23	.....	.....	.....	...	....
17 Brussels	B	1	1	320	273	5	81	35	.....	.....	.....	...	....
18 Burk's Falls	B	1	1	231	312	....	37	26	.....	.....	.....	...	....
19 Burlington	B	2	1	121	229	....	20	22	.....	.....	.....	...	....
20 Cannington	B	1	1	160	229	....	26	50	.....	.....	.....	...	....
21 Cardinal	F	¼	1	165	161	....	67	35	.....	.....	.....	...	....
22 Carp	B	2	1	137	179	....	27	18	.....	.....	.....	...	....
23 Claremont	B	1	1	276	97	9	61	17	.....	.....	.....	...	....
24 Clifford	B	2¼	1	169	281	9	54	36	.....	.....	.....	...	....
25 Comber	B	1	1	152	241	....	63	30	.....	.....	.....	...	....
26 Cookstown	B	1½	1	198	344	6	40	44	.....	.....	.....	...	....
27 Crediton	B	1	1	111	169	....	17	15	.....	.....	.....	...	....
28 Creemore	B	2	1	163	196	....	7	17	.....	.....	.....	...	....
29 Drayton	B	2	1	388	518	24	111	52	.....	.....	.....	...	....
30 Dresden	B	1¼	1	215	312	7	13	32	.....	.....	.....	...	....
31 Drumbo	B	2	1	139	130	....	54	4	.....	.....	.....	...	....
32 Eganville	B	2	1	193	203	....	39	22	.....	.....	.....	...	....
33 Eganville (R.C.S. S.)	S	3	1	387	211	....	25	25	240	3,500	500	...	....
34 Elmvale	S B	½	1	141	404	....	46	25	.....	.....	.....	...	....
35 Ennismore	F	1½	1	250	229	....	49	34	.....	.....	.....	...	....
36 Erin	S B	1	1	140	294	....	33	17	.....	.....	.....	...	....
37 Exeter	B	4	1	531	561	....	84	85	150	.....	.....	25	....
38 Fenelon Falls	S	2	1	189	214	....	30	.....	.....	.....	.....	...	....
39 Feversham	B	1	1	84	98	....	18	10	.....	.....	.....	...	....
40 Finch	F	2	1	207	205	....	25	25	.....	.....	.....	...	....
41 Fingal	B	2	1	135	198	....	50	30	.....	.....	.....	...	....
42 Fitzroy Harbour	B	⅝	1	180	216	....	24	10	.....	.....	.....	...	....
43 Fort Frances	F	....	1	202	270	....	86	17	.....	.....	.....	...	....
44 Gore Bay	F	2	1	70	185	7	56	12	.....	.....	.....	...	....
45 Grand Valley	B	1	1	217	267	....	57	26	.....	.....	.....	...	....
46 Hanover	B	3	1	325	343	22	48	52	.....	.....	.....	...	....
47 Harrow	B	....	1	132	61	....	29	17	.....	.....	.....	...	....
48 Havelock	C	⅝	1	152	241	....	22	15	.....	.....	.....	...	....
49 Highgate	B	1⅜	1	212	218	....	48	39	.....	.....	.....	...	....
50 Huntsville	B	2	1	310	540	....	58	44	.....	.....	.....	...	....
51 Jarvis	B	1¾	1	225	182	8	27	25	.....	.....	.....	...	....
52 Jockvale	B	1	1	111	175	....	32	2	.....	.....	.....	...	....
53 Kars	C	2	1	123	142	....	32	10	.....	.....	.....	...	....
54 Keewatin	B	2	1	178	460	....	69	35	.....	.....	.....	...	....

SCHOOLS—Continued
INFORMATION

	Equipment		Religious and other Exercises						Destination of Pupils							
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
	$	$														
1	....	521	.....	1	.....	1	1	1	1	2	....	4	2	4	2	.....
2	....	700	.....	....	.....	1	....	....	.....	.....	....	6	....	11	3	2
3	....	351	1	1	.....	1	....	....	.....	.....	....	.....	....	.....	1	2
4	....	345	.....	....	.....	1	....	....	.....	4	....	2	....	.....	1	.....
5	....	362	1	....	.....	1	1	....	2	1	....	3	1	2	1	.....
6	....	579	.....	....	.....	1	....	....	4	.....	....	2	1	2	3	1
7	40	684	.....	1	.....	1	1	....	4	2	....	9	....	.....	2	.....
8	....	628	1	1	.....	1	....	1	1	2	....	2	....	1	3	.....
9	....	990	.....	1	.....	1	....	....	4	7	....	3	4	3	.....	4
10	....	337	1	1	.....	1	1	1	2	.....	.....	.....	.....	1	3	.....
11	....	474	.....	1	.....	1	1	....	.....	2	1	1	1	.....	4	2
12	....	409	.....	....	.....	1	....	....	1	.....	....	.....	1	.....	.....	.....
13	....	347	.....	....	.....	.....	....	....	2	2	....	2	....	2	5	.....
14	....	1,189	.....	....	.....	1	....	1	5	.....	1	13	5	9	5	.....
15	....	581	1	1	.....	1	1	....	5	1	....	.....	3	1	5	.....
16	10	798	.....	1	.....	1	....	....	4	.....	....	2	....	3	.....	.....
17	45	759	1	1	.....	1	....	....	1	6	1	5	....	.....	2	8
18	....	606	1	1	.....	1	....	....	3	1	....	2	....	.....	4	.....
19	....	392	.....	....	.....	1	....	....	1	1	1	.....	....	7	1	.....
20	4	469	1	1	.....	1	....	1	2	4	....	1	....	1	5	1
21	....	428	.....	....	.....	1	....	1	.....	2	....	3	....	4	1	4
22	....	361	.....	....	.....	1	....	....	.....	4	2	1	....	7	3	.....
23	....	460	.....	....	.....	1	....	....	.....	2	....	.....	....	.....	.....	.....
24	50	599	.....	1	.....	1	....	....	2	.....	....	.....	....	.....	.....	.....
25	15	501	.....	....	.....	1	....	....	1	.....	....	.....	....	.....	4	1
26	....	632	.....	1	.....	1	....	....	1	.....	....	2	....	8	1	.....
27	....	312	1	1	.....	1	1	1	2	2	....	.....	....	3	1	2
28	6	389	.....	1	.....	1	1	....	.....	1	....	.....	....	2	.....	.....
29	....	1,093	.....	1	.....	1	....	....	2	7	....	5	....	2	5	5
30	....	579	.....	....	.....	1	....	....	4	4	2	3	1	.....	2	.....
31	....	327	1	....	1	1	....	....	1	.....	....	.....	....	.....	8	.....
32	....	457	.....	1	.....	1	....	....	.....	.....	....	.....	....	1	1	6
33	29	4,917	.....	1	1	1	1	1	1	.....	4	5	....	3	2	1
34	5	621	1	1	.....	1	....	....	1	.....	....	.....	1	1	4	.....
35	....	562	.....	....	.....	1	1	....	.....	3	9	3	....	.....	5	.....
36	....	484	1	....	.....	1	....	....	2	1	....	2	....	.....	2	.....
37	36	1,472	.....	1	.....	1	....	....	10	7	1	2	....	.....	11	3
38	....	433	.....	....	.....	1	....	....	3	.....	....	2	1	3	2	1
39	....	210	.....	1	.....	1	....	....	.....	.....	....	.....	.....	.....	1	.....
40	....	462	1	....	.....	1	....	....	.....	.....	....	.....	.....	.....	3	2
41	....	413	1	....	.....	1	....	....	.....	3	....	.....	....	4	.....	.....
42	....	430	.....	....	.....	1	....	....	.....	.....	....	3	....	.....	.....	2
43	....	575	.....	1	1	1	....	....	.....	.....	....	6	2	.....	.....	2
44	....	330	.....	....	.....	1	....	....	.....	.....	....	4	....	1	4	3
45	5	572	1	1	.....	1	1	....	1	3	3	4	....	1	2	5
46	....	790	.....	1	.....	1	1	....	3	.....	2	3	1	3	2	.....
47	....	239	.....	1	.....	1	1	....	2	1	....	.....	....	2	.....	2
48	....	430	.....	1	.....	1	....	....	.....	1	4	2	....	1	.....	5
49	....	517	1	....	.....	1	....	....	1	1	....	4	1	8	1	.....
50	....	952	.....	1	.....	1	....	....	2	.....	1	1	....	4	4	2
51	....	467	.....	1	.....	1	....	....	1	1	1	.....	....	1	3	1
52	....	320	.....	....	.....	1	1	....	1	2	....	2	....	.....	.....	.....
53	5	312	.....	1	.....	1	1	....	.....	2	....	.....	....	.....	.....	.....
54	....	742	.....	1	.....	1	....	....	2	.....	....	1	....	2	1	2

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools —Continued	Brick, Stone, Cement or Frame School House	No. of Acres in Playground	Schools under Public School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including Equipment	Equipment of Gymnasium	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
55 Kenmore	F	1/2	1	115	255	....	88	11	.....	.....	....	10	....
56 Kinburn	F	1	1	113	192	....	29	29	.....	.....	....	...	....
57 Lakefield	B	2	1	190	300	....	42	28	.....	.....	....	...	....
58 Lanark	S	1 1/2	1	336	339	....	55	41	.....	.....	....	...	....
59 Little Current	F	2 1/2	1	86	116	....	51	28	.....	.....	....	...	....
60 Lucknow	B	2	1	335	326	....	34	26	.....	.....	....	...	....
61 Malakoff	B	1	1	135	114	....	17	4	.....	.....	....	...	....
62 Manitowaning	F	5	1	87	126	9	117	9	.....	.....	....	...	....
63 Manotick	F	1/2	1	135	180	....	43	10	.....	.....	....	...	....
64 Maxville	B	2	1	117	25	....	.....	20	.....	.....	....	...	....
65 Melbourne	B	10	1	171	113	....	25	24	.....	.....	....	...	....
66 Merlin	B	1	1	167	185	....	53	35	.....	.....	....	...	....
67 Merrickville	B	1	1	282	194	....	42	23	.....	.....	....	...	....
68 Metcalfe	B	2	1	200	207	....	37	9	.....	.....	....	...	....
69 Millbrook	B	2	1	363	314	....	54	50	.....	.....	....	...	....
70 Milton	S	1 1/2	1	344	375	50	52	34	.....	.....	....	...	....
71 Mount Albert	B	1 1/2	1	338	301	....	52	49	.....	.....	....	...	....
72 New Hamburg	B	2	1	275	378	6	60	40	.....	.....	....	...	....
73 New Liskeard	F	9	1	302	341	....	79	37	.....	.....	....	...	....
74 North Augusta	S	....	1	168	152	....	55	23	.....	.....	....	...	....
75 North Gower	C	1	1	194	145	....	29	27	.....	.....	....	...	....
76 Norwich	B	1	1	307	156	....	63	49	.....	.....	5	...	2
77 Odessa	B	1	1	193	199	....	69	24	.....	.....	....	...	....
78 Oil Springs	B	3	1	156	177	9	25	30	.....	.....	....	...	....
79 Orono	B	3/4	1	133	177	2	21	8	.....	.....	....	...	....
80 Paisley	B	3/4	1	322	523	6	56	61	.....	.....	....	...	....
81 Pakenham	S	1	1	210	185	7	53	34	.....	.....	....	...	....
82 Palmerston	B	2	1	307	235	12	48	50	.....	.....	....	...	....
83 Parry Sound	B	1 1/2	1	421	509	2	78	59	50	.....	....	...	....
84 Plattsville	B	1/4	1	87	217	....	25	25	.....	.....	....	...	....
85 Port Burwell	F	3/4	1	187	221	....	33	30	.....	.....	....	...	....
86 Port Colborne	B	3 1/2	1	102	390	52	81	26	.....	.....	....	...	11
87 Powassan	B	2	1	148	191	....	33	6	.....	.....	....	...	....
88 Princeton	B	2	1	230	138	....	7	25	.....	.....	....	...	....
89 Richard's Landing	F	1 1/4	.....	100	179	....	21	10	.....	.....	....	...	....
90 Richmond	F	1	1	119	119	....	25	17	.....	.....	....	...	....
91 Ridgeway	B	1	1	121	239	....	45	28	.....	.....	....	...	....
92 Ripley	B	4/5	1	258	237	....	19	17	.....	.....	....	...	....
93 Rodney	B	....	1	241	232	....	.....	22	.....	.....	....	...	....
94 Russell	B	2	1	179	168	....	66	34	.....	.....	....	...	....
95 St. George	B	3	1	171	151	....	41	30	.....	.....	....	...	....
96 Schomberg	B	1	1	136	117	....	15	17	.....	.....	....	...	....
97 Shelburne	B	1 1/2	1	349	509	....	104	50	150	.....	....	.	....
98 Southampton	B	1/4	1	262	349	....	62	36	60	.....	....	...	....
99 Spencerville	S	5	1	147	199	....	35	31	.....	.....	....	...	....
100 Springfield	B	2 1/2	1	151	156	....	38	21	.....	.....	....	...	....
101 Stayner	B	3/4	1	171	359	....	39	28	.....	.....	....	...	....
102 Stella	F	1	1	34	81	....	.....	8	.....	.....	....	...	....
103 Stouffville	B	1	1	113	206	....	57	30	.....	.....	....	...	....
104 Sturgeon Falls	B	5/8	1	257	379	....	41	39	.....	.....	....	...	....
105 Sutton	B	1	1	145	152	....	13	15	.....	.....	....	...	....
106 Tamworth	B	1 3/8	.....	145	153	....	33	28	.....	.....	....	...	....
107 Tara	B	3/4	1	167	230	....	59	25	.....	.....	....	...	....
108 Tavistock	B	1	1	224	312	....	35	5	.....	.....	....	...	....

SCHOOLS—Continued

INFORMATION—Continued

Equipment		Religious and other Exercises						Destination of Pupils							
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
$	$														
55....	479	1	....	.....	1	....	....	.....	2	....	4	....	2	.....	.....
56....	363	.....	1	.....	1	....	....	.....	.....	1	.....	....	1	2	.....
57....	560	.....	....	.....	1	1	....	.....	1	....	2	2	1	2	1
58 10	781	1	....	.....	1	....	....	4	2	....	11	....	4	1	.....
59....	281	.....	....	.....	1	....	....	.....	.....	....	4	2	2	3	3
60 6	727	1	....	.....	1	....	1	4	3	....	7	....	4	2	.....
61....	270	1	1	.....	1	1	....	.....	.....	....	3	....	.....	.....	2
62....	348	.....	1	.....	1	....	1	.....	.....	....	.....	....	3	.....	.....
63....	368	.....	1	.....	1	1	....	.....	.....	....	1	....	.....	3	3
64 100	262	.....	1	.....	1	....	....	.....	1	....	1	....	1	.....	3
65 8	341	.....	1	.....	1	....	1	1	3	....	3	....	.....	1	.....
66....	440	1	1	.....	1	1	....	2	2	....	.....	....	1	1	.....
67....	541	1	1	.....	1	....	1	.....	2	....	4	1	.....	.....	3
68 5	458	1	1	.....	1	1	....	4	.....	3	2	....	1	1	3
69 4	785	.....	1	.....	1	....	....	7	2	....	4	....	.....	3	2
70....	855	1	....	.....	1	....	....	7	3	....	.....	....	1	1	2
71....	740	1	1	.....	1	....	1	5	3	4	24	2	.....	.....	8
72....	759	1	....	.....	1	....	1	.....	1	1	2	1	.....	5	.....
73....	759	.....	1	.....	1	....	....	2	.....	1	5	....	4	1	3
74....	398	.....	....	.....	1	....	....	.....	.....	....	4	....	3	2	1
75....	395	1	1	.....	1	1	1	.....	1	....	2	....	3	.....	2
76....	582	1	....	.....	1	....	....	2	10	2	1	2	8	3	.....
77....	485	1	1	.....	1	1	....	.....	3	1	2	....	.....	.....	.....
78....	397	.....	....	.....	1	....	....	2	1	....	8	1	6	2	.....
79....	341	.....	1	.....	1	....	....	.....	.....	....	1	1	1	1	3
80....	968	.....	1	.....	1	1	1	1	4	....	7	....	.....	4	.....
81....	489	.....	....	.....	1	....	....	5	6	2	5	....	.....	.....	.....
82....	652	.....	1	.....	1	....	....	1	1	....	4	....	4	.....	4
83 15	1,134	1	....	.....	1	....	....	3	2	....	12	....	7	.....	.....
84....	354	.....	1	.....	1	....	1	1	.....	....	9	....	.....	.....	.....
85....	471	.....	1	.....	1	1	....	.....	.....	....	1	2	2	.....	.....
86 3	665	.....	....	.....	1	....	....	.....	.....	....	4	....	.....	.....	.....
87 10	388	.....	1	.....	1	....	1	.....	1	....	3	1	1	.....	7
88....	400	1	....	.....	1	....	....	2	3	....	1	....	1	.....	2
89....	310	1	1	.....	1	1	....	.....	.....	....	6	....	2	2	.....
90....	280	.....	1	.....	1	1	....	.....	6	....	.....	....	4	.....	4
91....	433	.....	....	.....	1	1	....	1	3	....	.....	....	.....	1	.....
92....	531	.....	....	.....	1	....	1	.....	1	....	5	....	.....	2	.....
93....	495	1	....	.....	1	....	....	1	.....	....	2	....	.....	.....	.....
94....	447	.....	1	.....	1	....	1	2	3	....	.....	....	.....	3	.....
95....	393	.....	1	.....	1	....	....	4	6	....	.....	2	.....	4	1
96....	285	1	1	.....	1	....	1	.....	1	....	1	2	.....	1	1
97 15	1,177	.....	1	.....	1	....	....	1	3	....	7	1	6	2	.....
98....	769	1	1	.....	1	....	....	3	.....	1	5	....	3	3	.....
99....	412	.....	1	.....	1	....	....	2	2	....	.....	....	1	2	1
100 4	370	1	....	.....	1	....	....	2	2	....	3	....	.....	2	1
101....	597	.....	1	.....	1	....	....	1	.....	....	9	....	1	4	8
102....	123	.....	1	.....	1	1	....	.....	.....	....	2	....	5	.....	.....
103....	406	.....	1	.....	1	....	....	2	6	....	1	....	2	5	.....
104....	716	1	1	.....	1	1	....	.....	.....	....	1	....	2	2	1
105....	325	1	....	.....	1	1	....	.....	1	....	2	....	.....	.....	.....
106....	359	.....	....	.....	1	....	....	1	5	....	.....	3	.....	1	1
107....	481	.....	1	.....	1	....	....	2	6	....	.....	1	.....	3	....
108....	576	1	....	.....	1	....	....	.....	.....	....	.....	....	.....	1	.....

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools—Concluded	Brick, Stone, Cement or Frame School House	No. of Acres in Playground	Schools under Public School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium	Museum	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$	$
109 Teeswater	B	2	1	220	174	....	17	17	....	.....	....	...	....
110 Thamesville	B	1¼	1	323	215	....	.....	50	....	.....	....	...	....
111 Thessalon	B	1½	1	194	278	....	81	31	.....	.....	....	...	....
112 Thornbury	B	3	1	127	200	....	50	23	....	.....	....	...	....
113 Tilbury	B	1½	1	180	257	....	24	21	.....	500	5	...	....
114 Tottenham	B	1	1	269	345	....	44	57	.....	.....	....	...	....
115 Tweed	B	1½	1	258	220	....	51	24	....	.....	....	...	....
116 Wallaceburg	B	1	1	360	325	....	32	57	200	.....	....	...	....
117 Warkworth	B	½	1	343	341	55	51	50	25	.....	....	...	....
118 Webbwood	B	2	1	108	127	....	10	25	....	.....	....	...	....
119 West Lorne	B	1½	1	178	206	....	9	10	....	.....	8	...	....
120 Westmeath	B	2	1	124	161	....	28	17	....	.....	....	...	....
121 Westport (R.C.S.S.)	B	1½	1	189	179	....	37	24	....	.....	....	...	....
122 Westport	B	1	1	248	105	....	36	17	....	.....	....	...	....
123 Wheatley	B	1	1	191	156	....	26	29	....	.....	....	...	....
124 Wolfe Island	F	¾	1	50	66	....	.....	.....	.....	.....	....	...	....
125 Wroxeter	B	3	1	283	221	15	52	29	.....	.....	....	...	....
1 Totals, 1913	....	....	122	25,470	30,170	352	5,215	3,450	1,035	4,000	518	35	13
2 Totals, 1912	....	....	124	27,418	33,161	209	5,205	3,808	900	4,000	505	...	79
3 Increases	....	....	.....	.....	.....	143	10	.....	135	.....	13	35	....
4 Decreases	....	....	2	1,948	2,991	....	.....	358	.....	.....	....	...	66
5 Percentages	....	....	97.6	36.	42.64	.5	7.37	4.87	1.46	5.65	.73	.05	.02

NOTE—Thirteen Continuation Schools were by legislation made High Schools in 1913, and

SCHOOLS—Concluded

INFORMATION—Concluded

Equipment		Religious and other Exercises						Destination of Pupils							
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
	$														
109	428	1			1	1		1			8		1		
110	588	1	1		1			2	2		3		2	3	
111 10	594	1	1		1			1	1		7	2		3	4
112 10	410				1			3		1			4		
113 15	1,002	1			1			2	2		4	1		1	
114	715				1	1		2	6		6		2	4	
115	553	1	1		1	1			1	1	5		5	6	3
116 5	979		1		1		1	8			2		3	5	
117	865	1	1		1			2	2		2	1	1	6	4
118	270		1		1				1		1		1	2	
119 6	417	1			1		1		4			2	10	5	
120	330	1			1	1		1	3		3		1	4	
121 12	441				1	1					3		1		
122	406		1		1			2			2			2	
123 2	404		1		1				2				1	4	1
124	116	1			1	1	1								
125 7	607				1		1		1		3		1	2	
1 497	70,755	48	72	3	124	36	25	184	209	51	349	55	228	246	151
2 271	75,556	63	79		136	40	17	250	217	31	318	78	369		181
3 226							8			20	31				
4	4,801	15	7		12	4		66	8			23	141		30
5 .7		38.4	57.6	2.4	99.2	28.8	20.	12.49	14.19	3.46	23.69	3.73	15.48	16.7	10.25

therefore their statistics appear in the High School tables.

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Re-
	$ c.	$ c.	$ c.	
1 Barrie	1,190 04	2,395 59	6,384 75	
2 Berlin	2,107 47	6,560 57	12,892 79	
3 Brantford	3,636 65	3,635 81	21,847 00	
4 Brockville	2,498 21	4,971 17	10,000 00	
5 Chatham	1,543 26	3,890 06	11,036 11	
6 Clinton	1,140 00	3,876 05	2,300 00	
7 Cobourg	1,446 79	3,659 14	6,000 00	
8 Collingwood	4,210 00	4,283 51	13,625 01	
9 Fort William	5,691 92	.....	22,055 41	
10 Galt	4,537 83	8,575 94	9,500 00	
11 Goderich	1,309 54	3,459 78	3,600 00	
12 Guelph	2,107 62	.....	16,154 24	
13 Hamilton	2,404 63	.....	48,196 98	
14 Ingersoll	1,240 08	3,617 19	4,555 81	
15 Kingston	1,321 36	.....	14,223 00	
16 Lindsay	3,405 64	5,659 24	7,604 65	
17 London	1,972 61	6,491 77	38,740 65	
18 Morrisburg	2,999 24	4,343 50	2,895 45	
19 Napanee	3,124 36	4,835 00	4,500 00	
20 Niagara Falls	1,528 96	1,664 47	11,000 00	
21 Orillia	1,488 93	4,602 12	4,500 00	
22 Ottawa	1,684 60	.....	52,424 00	
23 Owen Sound	2,295 68	5,269 39	10,210 00	
24 Perth	2,896 14	3,818 92	4,492 87	
25 Peterborough	1,273 11	.....	21,800 00	
26 Picton	3,771 51	5,835 48	5,500 00	
27 Port Arthur	2,921 20	.....	16,750 00	
28 Renfrew	1,425 76	6,445 60	7,000 00	
29 Ridgetown	1,071 57	2,280 97	3,100 00	
30 St. Catharines	1,489 55	5,817 54	9,600 00	
31 St. Mary's	1,018 94	2,053 86	6,600 00	
32 St. Thomas	2,397 77	.....	26,800 00	
33 Sarnia	1,392 24	2,769 91	9,725 77	
34 Seaforth	1,146 62	3,652 65	2,150 00	
35 Smith's Falls	1,953 63	2,996 85	12,096 07	
36 Stratford	3,224 44	2,640 25	16,150 50	
37 Strathroy	1,000 99	2,208 96	33,824 00	
38 Toronto, Harbord	2,242 40	.....	48,549 18	
39 Toronto, Humberside	1,376 38	.....	37,925 43	
40 Toronto, Jarvis	2,127 77	.....	38,569 66	
41 Toronto, Parkdale	1,354 40	.....	38,600 04	
42 Vankleek Hill	1,233 41	4,343 00	2,000 00	
43 Windsor	1,483 93	2,104 48	30,156 87	
44 Woodstock	2,145 36	4,407 96	39,300 00	
Totals	93,832 54	133,166 73	744,936 24	
High Schools				
1 Alexandria	862 84	1,107 59	4,477 16	
2 Alliston	789 22	845 00	1,450 00	
3 Almonte	884 11	834 11	3,606 67	
4 Amherstburg	790 91	1,165 91	2,200 00	
5 Arnprior	995 59	2,045 27	5,500 45	
6 Arthur	799 30	1,181 71	1,382 69	
7 Athens	2,668 15	5,600 00	11,530 00	
8 Aurora	779 76	1,250 00	1,714 60	
9 Avonmore	482 37	602 96	13,191 00	
10 Aylmer	1,007 40	3,546 02	1,650 00	

AND HIGH SCHOOLS
ANCIAL STATEMENT

ceipts | Expenditure

	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to School accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1,903 00	2,208 10	14,081 48	8,982 00	.....	16 76
2	3,209 15	920 49	25,690 47	16,083 00	42 44	348 79
3	3,526 50	1,919 82	34,565 78	19,895 48	3,818 34	158 23
4	699 00	3,174 54	21,342 92	12,559 02	.....	821 24
5	2,167 71	1,562 60	20,199 74	14,390 00	.....	2,167 93
6	1,143 50	767 66	9,227 21	7,320 00	84 53	195 08
7	619 04	2,448 30	14,173 27	9,160 00	.....	520 60
8	400 00	960 69	23,479 21	8,141 38	4,021 90	369 22
9	.....	300 00	28,047 33	11,690 00	10,776 72	86 76
10	2,995 25	2,201 68	27,810 70	19,393 79	288 75	254 00
11	1,507 30	4,679 21	14,555 83	8,454 81	.....	.....
12	3,486 30	1,049 02	22,797 18	14,410 00	1,229 50	837 61
13	7,029 00	1,652 04	59,282 65	41,150 00	456 12	1,008 54
14	682 50	851 18	10,946 76	7,740 00	.....	937 35
15	5,000 00	2,442 39	22,986 75	18,972 33	.....	438 69
16	2,607 25	2,765 84	22,042 62	15,793 40	1,314 81	1,077 52
17	4,930 50	8,386 90	60,522 43	40,889 00	.....	877 45
18	.....	5,196 66	15,434 85	8,016 66	240 80	242 48
19	.....	5,455 96	17,915 32	9,708 01	.....	61 99
20	.....	16,629 30	30,822 73	12,510 00	14,534 70	220 83
21	2,159 00	921 60	13,671 65	10,356 00	400 00	107 44
22	13,363 50	2,048 52	69,520 62	52,450 00	948 63	765 12
23	2,460 75	2,557 11	22,792 93	18,195 00	.....	373 90
24	535 69	3,905 50	15,649 12	8,850 00	247 20	83 24
25	2,044 25	418 75	25,536 11	20,375 60	806 73	.....
26	.....	8,481 80	23,588 79	10,248 56	150 00	71 03
27	.....	805 18	20,476 38	12,429 37	934 43	434 62
28	347 75	496 28	15,715 39	9,720 00	183 16	478 82
29	779 55	156 42	7,388 51	5,997 82	.....	108 94
30	1,310 85	2,204 60	20,422 54	11,520 97	122 60	261 91
31	1,451 50	1,106 04	12,230 34	9,161 50	552 29	500 82
32	894 00	6,119 40	36,211 17	20,580 00	11,680 59	268 84
33	.....	358 85	14,246 77	10,931 16	105 00	583 42
34	1,347 90	2,932 71	11,229 88	6,828 43	.....	166 35
35	412 90	736 21	18,195 66	11,062 00	1,674 03	98 90
36	3,864 84	2,815 27	28,695 30	18,613 98	.....	223 23
37	1,158 00	366 00	38,557 95	6,772 00	.....	503 70
38	4,545 00	24,206 18	79,542 76	38,991 38	2,210 59	3,816 64
39	5,042 00	7,843 47	52,187 28	23,730 00	3,396 07	4,701 52
40	4,399 00	218 70	45,315 13	30,939 00	391 76	849 65
41	4,202 00	60,092 00	104,248 44	29,640 00	373 14	1,406 13
42	22 00	5,329 94	12,928 35	6,290 00	.....	30 09
43	258 46	1,681 93	35,085 67	18,046 50	4,638 16	1,049 20
44	2,074 75	1,149 84	49,077 91	15,174 00	24,369 67	459 99
	94,579 69	201,924 68	1,268,439 88	712,162 15	89,992 66	27,984 57
1	.....	1,638 21	8,085 80	5,050 00	.....	79 82
2	563 00	297 18	3,944 40	3,080 00	.....	206 20
3	549 75	183 45	6,058 09	4,497 94	300 00	24 68
4	31 00	318 95	4,506 77	2,820 50	300 00	10 00
5	167 00	491 03	9,199 34	6,530 00	5 65	103 55
6	731 78	332 18	4,427 66	3,110 00	19 56	88 37
7	570 50	2,233 49	22,602 14	7,109 07	9,296 91	633 83
8	934 50	1,700 07	6,378 93	4,320 00	.....	.....
9	.....	1,037 50	15,313 83	1,720 00	12,427 95	.....
10	970 00	295 52	7,468 94	5,896 00	49 18	75 44

COLLEGIATE INSTITUTES

I. TABLE K N-

Collegiate Institutes—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	Art, manual training, household science and agricultural departments equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
1 Barrie	93 88		890 66
2 Berlin	387 28	116 48	5,489 61
3 Brantford	105 00		10,588 73
4 Brockville	168 95		6,199 80
5 Chatham	124 66		3,160 53
6 Clinton	188 21	9 00	1,333 84
7 Cobourg	262 27		1,541 83
8 Collingwood	123 00	1,318 15	6,476 68
9 Fort William	1,678 40	227 50	2,787 13
10 Galt		1,326 48	5,106 08
11 Goderich	410 92		1,814 95
12 Guelph	380 90		5,939 17
13 Hamilton	612 00	25 00	5,736 58
14 Ingersoll	277 25	563 38	1,334 35
15 Kingston	144 32		2,294 33
16 Lindsay	36 08		3,537 91
17 London	641 31		14,851 39
18 Morrisburg			1,670 20
19 Napanee	109 27	424 53	1,490 77
20 Niagara Falls	264 10	745 34	2,547 76
21 Orillia	250 00		1,828 70
22 Ottawa	776 63		14,511 48
23 Owen Sound	89 09	315 13	2,531 02
24 Perth	175 00		1,885 48
25 Peterborough	200 00		3,608 60
26 Picton	327 24	84 00	2,956 34
27 Port Arthur	544 23	553 35	4,371 94
28 Renfrew	70 28		5,263 13
29 Ridgetown	294 18		961 83
30 St. Catharines	162 99		2,350 89
31 St. Mary's	282 61		1,733 12
32 St. Thomas			3,681 74
33 Sarnia	203 09		2,037 06
34 Seaforth	488 73		1,343 20
35 Smith's Falls	153 00	423 05	4,784 68
36 Stratford	1,353 20	309 16	7,110 01
37 Strathroy	100 00		1,852 95
38 Toronto, Harbord	4,081 86		18,217 76
39 Toronto, Humberside	2,375 65	14 50	17,969 54
40 Toronto, Jarvis	1,288 94	15 70	9,176 78
41 Toronto, Parkdale	478 34		10,039 72
42 Vankleek Hill	97 24		888 34
43 Windsor	351 30	6,500 83	4,040 76
44 Woodstock	65 00	68 65	2,863 47
Totals	20,216 40	13,040 23	210,800 84
High Schools			
1 Alexandria	78 34		944 29
2 Alliston			629 97
3 Almonte	31 15		737 42
4 Amherstburg	84 55	371 50	149 77
5 Arnprior	118 52		1,541 12
6 Arthur	18 66	28 05	1,014 58
7 Athens	35 50	583 98	1,163 92
8 Aurora	179 70		1,178 17
9 Avonmore	25 14		1,056 78
10 Aylmer	260 14		1,091 66

AND HIGH SCHOOLS—Continued

ANCIAL STATEMENT—Continued

	Continued		
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
1	9,983 30	4,098 18	$10.
2	22,467 60	3,222 87	Res. $10; non-res. $15.
3	34,565 78	.....	Res. $10; non-res. $30.
4	19,749 01	1,593 91	$5.
5	19,843 12	356 62	Res. 1st yr. free, thereafter $6; non-res. $10.
6	9,130 66	96 55	Lower school $6; Middle and Upper $10.
7	11,484 70	2,688 57	Co. free; Town and others $12.
8	20,450 33	3,028 88	Town free; others $10.
9	27,246 51	800 82	Free.
10	26,369 10	1,441 60	Co. $10; res. and other Cos. $14.
11	10,680 68	3,875 15	F. I $6; F. II $8; F's III and IV $10.
12	22,797 18	.....	Res. free; Co. and adj. Cos. $10; others $20.
13	48,988 24	10,294 41	Res. 1st yr. $2.50, thereafter $10; non-res. boarding in city
14	10,852 33	94 43	Res. F. I free; all others $7.50. [$30; others $40.
15	21,849 67	1,137 08	Res. 1st yr. free; other yrs. $10 to $30; non-res. $30 to $35.
16	21,759 72	282 90	Town and Co. $7.50 to $10; non-res. $7.50 to $20.
17	57,259 15	3,263 28	Res. 1st yr. free; others $10; Co. $10; all others $30.
18	10,170 14	5,264 71	Free.
19	11,794 57	6,120 75	Free.
20	30,822 73	.....	Free.
21	12,942 14	729 51	$10. [& III $45, IV & V $50.
22	69,451 86	68 76	Res. F's I & II $10, III $20, IV & V $25; non-res. I, II
23	21,504 14	1,288 79	Res. 1st yr. free, 2nd yr. $8.50, 3rd & 4th yrs. $12;
24	11,240 92	4,408 20	Res. free; non-res. $10. [non-res. $10.
25	24,990 93	545 18	Res. F. I free, II $5, Mid. Sch. $8, Up. $10; non-res. $25.
26	13,837 17	9,751 62	Free.
27	19,267 94	1,208 44	Free.
28	15,715 39	.....	Res. free; Co. $2.50; others $25.
29	7,362 77	25 74	Res. $6; non-res. $10.
30	14,419 36	6,003 18	$5.
31	12,230 34	.....	Res. 1st yr. in F. I $5; all others $10.
32	36,211 17	.....	Res. free; non-res. $10.
33	13,859 73	387 04	Free.
34	8,826 71	2,403 17	$6, $8, $10.
35	18,195 66	.....	Res. free; non-res. $10.
36	27,609 58	1,085 72	Res. 1st yr. free; others $10.
37	9,228 65	29,329 30	Res. 1st yr. free; others $10.
38	67,318 23	12,224 53	
39	52,187 28	.....	Res. F. I free, II $9, III $15, IV $21, V $27; non-res.
40	42,661 83	2,653 30	$6, $15, $15, $21, $27.
41	41,937 33	62,311 11	
42	7,305 67	5,622 68	Province free; others $20.
43	34,626 75	458 92	City and Co. free.
44	43,000 78	6,077 13	Res. 1st yr. free; others $7.50.
	1,074,196 85	194,243 03	15 free; 29 not free.
1	6,152 45	1,933 35	Free.
2	3,916 17	28 23	Town, $5; Co. $10.
3	5,591 19	466 90	Res. $3.50; non-res. $8.50.
4	3,736 32	770 45	Res. free; non-res. $10.
5	8,298 84	900 50	Res. free; Renfrew, Lanark and Carleton Cos. $2.50;
6	4,279 22	148 44	$10. [others $25.
7	18,823 21	3,778 93	Res. free; Co. $5; others $20.
8	5,677 87	701 06	$10.
9	15,229 87	83 96	Free.
10	7,372 42	96 52	Res. F. I $5; others $10.

COLLEGIATE INSTITUTES AND
I. TABLE K—FINANCIAL

High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Re-
	$ c.	$ c.	$ c.	
11 Beamsville	617 92	500 00	2,832 00	
12 Belleville	1,199 76	2,951 95	15,471 07	
13 Bowmanville	895 97	2,238 92	2,750 00	
14 Bradford	702 43	1,376 58	600 00	
15 Brampton	1,094 73	3,217 10	3,700 00	
16 Brighton	522 16	863 37	1,300 00	
17 Caledonia	767 47	772 95	1,500 00	
18 Campbellford	911 53	1,941 59	3,368 00	
19 Carleton Place	769 20	769 20	3,711 00	
20 Cayuga	705 31	906 34	1,000 00	
21 Chatsworth	594 79	892 18	1,067 33	
22 Chesley	888 53	1,898 03	1,900 00	
23 Chesterville	614 35	767 93	2,000 00	
24 Colborne	569 33	1,355 77	1,300 00	
25 Coldwater	545 46	716 46	1,570 00	
26 Cornwall	1,351 81	5,444 60	7,600 00	
27 Deseronto	792 38	792 38	2,600 00	
28 Dundalk	603 32	904 98	800 00	
29 Dundas	856 26	1,256 26	3,500 00	
30 Dunnville	1,019 01	600 00	4,130 00	
31 Durham	797 06	1,339 66	1,200 00	
32 Dutton	2,568 77	3,386 25	500 00	
33 Elora	644 16	1,099 30	2,000 00	
34 Essex	2,917 55	3,041 50	2,200 00	
35 Fergus	782 95	2,044 68	1,900 00	
36 Flesherton	599 26	898 89	1,968 30	
37 Forest	725 79	2,490 30	1,500 00	
38 Gananoque	872 92	1,881 51	3,042 35	
39 Georgetown	859 57	1,958 20	1,589 84	
40 Glencoe	688 34	1,362 91	1,700 00	
41 Gravenhurst	1,331 76	.....	2,305 00	
42 Grimsby	706 34	2,041 67	2,084 57	
43 Hagersville	665 04	3,394 05	1,500 00	
44 Haileybury	1,724 50	.....	4,715 00	
45 Harriston	848 66	2,285 34	2,677 47	
46 Hawkesbury	711 03	1,896 68	1,102 64	
47 Iroquois	846 14	2,938 83	1,800 00	
48 Kemptville	848 66	2,000 00	2,100 00	
49 Kenora	1,494 76	.....	31,920 42	
50 Kincardine	1,015 62	2,228 00	2,175 30	
51 Leamington	961 56	2,582 11	6,400 00	
52 Listowel	869 29	2,373 65	2,500 00	
53 Lucan	752 55	2,170 04	1,200 00	
54 Madoc	693 47	1,996 01	1,400 00	
55 Markdale	2,122 60	1,433 90	1,098 64	
56 Markham	767 64	2,839 58	900 00	
57 Meaford	1,276 40	2,723 42	3,500 00	
58 Midland	941 59	2,293 51	3,800 00	
59 Mitchell	817 08	954 26	2,650 00	
60 Morewood	612 20	765 25	2,066 60	
61 Mount Forest	810 04	1,191 29	2,500 00	
62 Newburgh	647 10	2,333 00	740 00	
63 Newcastle	537 91	898 56	1,022 02	
64 Newmarket	3,019 80	3,212 91	2,600 00	
65 Niagara	553 59	1,000 00	750 00	
66 Niagara Falls South	841 73	1,041 73	1,200 00	
67 North Bay	1,662 78	.....	40,724 96	
68 Norwood	2,620 44	1,714 19	1,417 48	
69 Oakville	845 02	909 17	3,035 12	

HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
11	.....	390 72	4,340 64	2,670 00	500 00	23 72
12	.....	251 00	19,873 78	12,338 66	3,815 27	.....
13	269 00	259 00	6,412 89	4,899 94	.....	76 35
14	721 00	667 21	4,067 22	3,010 00	.....	279 48
15	1,279 00	941 00	10,231 83	7,870 00	150 66	33 59
16	.....	428 01	3,113 54	2,365 00	.....	.....
17	150 00	3,098 28	6,288 70	4,500 00	134 75	27 41
18	.....	553 57	6,774 69	4,798 82	.....	46 46
19	250 00	175 68	5,675 08	4,460 00	1 00	90 13
20	.....	3,156 64	5,768 29	3,370 00	720 91	42 76
21	230 00	2,071 26	4,855 56	1,815 00	716 85	27 89
22	790 00	1,175 98	6,652 54	4,532 58	.....	.....
23	77 27	24 94	3,484 49	2,300 00	274 11	.....
24	.....	2,614 32	5,839 42	2,266 67	242 00	31 10
25	188 50	356 43	3,376 85	1,800 00	930 45	57 88
26	.....	5,905 18	20,301 59	11,756 00	489 94	51 13
27	.....	169 54	4,354 30	3,021 11	.....	78 93
28	510 00	816 80	3,635 10	2,150 00	508 55	.....
29	472 00	138 37	6,222 89	3,777 25	279 82	81 48
30	.....	2,444 99	8,194 00	5,940 00	357 71	94 34
31	662 15	663 47	4,662 34	2,610 00	.....	.....
32	784 00	1,895 49	9,134 51	5,433 28	.....	34 45
33	356 50	71 57	4,171 53	3,150 00	231 35	171 46
34	.....	2,498 29	10,657 34	6,436 66	.....	228 60
35	500 50	2,043 62	7,271 75	4,070 00	30 00	98 85
36	.....	538 36	4,004 81	2,040 00	55 00	51 20
37	.....	1,361 99	6,078 08	3,530 00	235 29	.....
38	150 00	66 85	6,013 63	4,603 06	.....	291 00
39	1,126 40	431 19	5,965 20	4,878 54	.....	262 27
40	679 00	106 30	4,536 55	3,030 00	176 57	23 10
41	300 75	72 55	4,010 06	3,130 00	.....	23 00
42	.....	260 81	5,093 39	3,055 84	219 73	70 00
43	.....	963 14	6,522 23	3,125 00	2,138 72	76 54
44	1,021 00	5,628 55	13,089 05	6,076 00	448 03	200 56
45	265 00	323 79	6,400 26	4,763 00	.....	322 31
46	.....	.....	3,710 35	3,000 00	.....	4 00
47	.....	2,190 06	7,775 03	4,565 00	.....	303 78
48	493 00	2,021 65	7,463 31	5,470 00	250 00	68 22
49	.....	.....	33,415 18	4,400 00	28,502 47	.....
50	1,124 75	678 99	7,222 66	5,620 00	.....	4 50
51	46 03	588 93	10,578 63	6,050 00	2,800 00	29 40
52	1,432 00	320 75	7,495 69	5,960 00	.....	.....
53	839 00	111 55	5,073 14	4,220 00	30 00	26 40
54	.....	525 81	4,615 29	3,320 00	23 71	47 80
55	391 67	237 01	5,283 82	3,495 00	160 55	43 74
56	1,020 00	392 49	5,919 71	4,610 00	33 09	225 99
57	847 00	112 09	8,458 91	7,000 03	130 05	95 49
58	508 50	427 14	7,970 74	5,370 00	7 70	14 05
59	885 60	47 49	5,354 43	4,011 98	53 98	424 95
60	80 00	443 36	3,967 41	2,420 00	211 62	15 05
61	889 28	482 85	5,873 46	4,379 80	27 01	156 47
62	.....	1,420 84	5,140 94	3,000 00	.....	61 73
63	.....	73 64	2,532 13	1,901 28	.....	75 46
64	1,178 00	658 13	10,668 84	7,126 62	244 70	131 07
65	.....	321 62	2,625 21	1,750 00	145 00	.....
66	.....	3,890 43	6,973 89	3,626 50	342 36	332 07
67	.....	939 09	43,326 83	5,892 50	31,445 66	150 95
68	432 00	1,294 61	7,478 72	4,546 60	.....	365 49
69	496 00	.....	5,285 31	3,700 00	259 15	11 94

COLLEGIATE INSTITUTES AND
I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	Art, manual training, household science and agricultural departments equipments	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
11 Beamsville	38 31	.....	500 56
12 Belleville	435 96	.....	3,283 89
13 Bowmanville	71 25	.....	1,335 77
14 Bradford	208 18	.....	522 97
15 Brampton	44 90	.....	1,176 94
16 Brighton	.....	.....	748 54
17 Caledonia	53 35	.....	742 58
18 Campbellford	313 66	.....	1,107 60
19 Carleton Place	24 91	.....	865 49
20 Cayuga	20 55	.....	1,614 07
21 Chatsworth	320 36	.....	1,089 81
22 Chesley	300 10	.....	1,241 79
23 Chesterville	259 17	.....	651 21
24 Colborne	164 95	.....	728 62
25 Coldwater	83 36	.....	410 82
26 Cornwall	321 40	.....	3,778 40
27 Deseronto	.....	.....	1,020 20
28 Dundalk	79 66	.....	494 06
29 Dundas	145 83	.....	1,280 09
30 Dunnville	320 15	.....	1,481 80
31 Durham	46 90	.....	785 65
32 Dutton	.....	.....	1,111 70
33 Elora	30 26	.....	457 08
34 Essex	284 54	657 59	625 90
35 Fergus	70 95	.....	799 08
36 Flesherton	.....	.....	965 06
37 Forest	60 75	.....	787 74
38 Gananoque	80 87	.....	1,038 70
39 Georgetown	34 49	.....	789 90
40 Glencoe	52 30	.....	690 02
41 Gravenhurst	7 50	.....	841 16
42 Grimsby	84 93	.....	1,527 60
43 Hagersville	95 55	.....	992 37
44 Haileybury	160 72	.....	1,631 08
45 Harriston	166 45	.....	945 65
46 Hawkesbury	8 75	.....	697 60
47 Iroquois	81 36	.....	676 13
48 Kemptville	.....	.....	1,020 29
49 Kenora	.....	.....	512 71
50 Kincardine	21 28	.....	1,200 20
51 Leamington	136 82	.....	1,195 89
52 Listowel	82 93	.....	1,352 76
53 Lucan	.....	.....	599 84
54 Madoc	209 25	.....	828 86
55 Markdale	64 50	500 00	346 03
56 Markham	139 64	.....	856 66
57 Meaford	151 06	.....	1,039 47
58 Midland	26 81	.....	1,231 87
59 Mitchell	168 63	.....	682 25
60 Morewood	32 33	.....	478 70
61 Mount Forest	27 05	122 05	1,100 72
62 Newburgh	35 95	.....	572 14
63 Newcastle	91 58	.....	419 17
64 Newmarket	176 33	598 44	1,111 60
65 Niagara	44 04	.....	408 37
66 Niagara Falls South	48 00	.....	1,001 17
67 North Bay	449 90	.....	4,121 90
68 Norwood	121 25	379 94	876 78
69 Oakville	138 60	.....	1,175 62

HIGH SCHOOLS—Continued

STATEMENT—Continued

	Continued		
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
11	3,732 59	608 05	Free.
12	19,873 78	.....	Free.
13	6,383 31	29 58	Res. F. I free, II $6; Co. free; all others $7.50.
14	4,020 63	46 59	Res. 1st yr. free; all others $10.
15	9,276 09	955 74	$10.
16	3,113 54	.....	Free.
17	5,458 09	830 61	Res. and Co. free; others $4.50.
18	6,266 54	508 15	Free.
19	5,441 53	233 55	Res. free; Lanark and Carleton Cos. $5; others $10.
20	5,768 29	.....	Free.
21	3,969 91	885 65	Res. F. I free; all others $10.
22	6,074 47	578 07	$10.
23	3,484 49	.....	Res. free; non-res. $10.
24	3,433 34	2,406 08	Free.
25	3,282 51	94 34	$10.
26	16,396 87	3,904 72	Free.
27	4,120 24	234 06	Free.
28	3,232 27	402 83	$10.
29	5,564 47	658 42	$10.
30	8,194 00	.....	Free.
31	3,442 55	1,219 79	Res. $7.50; non-res. $10.
32	6,579 43	2,555 08	$10.
33	4,040 15	131 38	Res. $5; non-res. $10.
34	8,233 29	2,424 05	Free.
35	5,068 88	2,202 87	Res. free; non-res. $10.
36	3,111 26	893 55	Free.
37	4,613 78	1,464 30	Free.
38	6,013 63	.....	Res. free; non-res. $5.
39	5,965 20	.....	$10.
40	3,971 99	564 56	$10.
41	4,001 66	8 40	F. I $5; others $10.
42	4,958 10	135 29	Free.
43	6,428 18	94 05	Free.
44	8,516 39	4,572 66	Res. free; non. res. $30.
45	6,197 41	202 85	Res. free.
46	3,710 35	.....	Free.
47	5,626 27	2,148 76	Free.
48	6,808 51	654 80	Res. free; adj. Cos. $5; others $25.
49	33,415 18	.....	Free.
50	6,845 98	376 68	Res. $8; others $10.
51	10,212 11	366 52	Town and Co. free; others $10.
52	7,395 69	100 00	Res. F. I $7; all others $10.
53	4,876 24	196 90	$10,
54	4,429 62	185 67	Free.
55	4,609 82	674 00	$10.
56	5,865 38	54 33	$10.
57	8,416 10	42 81	Res. F. I $5, other F's $8; non-res. $10.
58	6,650 43	1,320 31	Res. $5; non-res. $10.
59	5,341 79	12 64	Res. $6; non-res. $10.
60	3,157 70	809 71	Res. free; non-res. $10.
61	5,813 10	60 36	Res. F. I free; all others $10.
62	3,669 82	1,471 12	Res. and Co. free; others $10.
63	2,487 49	44 64	Free.
64	9,388 76	1,280 08	$10.
65	2,347 41	277 80	Free.
66	5,350 10	1,623 79	Free.
67	42,060 91	1,265 92	Free.
68	6,290 06	1,188 66	$6.
69	5,285 31	.....	Res. $5; non-res. F. I $5, other F's $8.

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL.

High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
70 Omemee	529 18	694 98	1,083 47
71 Orangeville	3,064 30	3,059 93	2,150 00
72 Oshawa	1,523 73	2,316 67	8,970 00
73 Paris	2,727 10	1,877 10	4,000 00
74 Parkhill	753 35	2,100 15	2,100 00
75 Pembroke	865 61	925 61	7,268 12
76 Penetanguishene	763 38	1,525 01	3,100 00
77 Petrolea	2,680 27	2,596 03	2,600 00
78 Plantagenet	573 68	.....	1,400 00
79 Port Dover	505 67	505 67	1,667 31
80 Port Elgin	654 83	1,260 90	1,200 00
81 Port Hope	3,285 59	3,989 66	3,773 04
82 Port Perry	802 20	2,068 31	2,000 00
83 Port Rowan	530 10	609 55	1,616 03
84 Prescott	971 87	775 01	4,300 00
85 Richmond Hill	712 28	1,859 20	400 00
86 Rockland	668 14	1,529 66	500 00
87 Sault Ste. Marie	6,704 24	.....	11,000 00
88 Simcoe	3,039 00	4,270 42	3,003 27
89 Smithville	666 61	674 95	1,550 00
90 Stirling	2,256 57	3,441 25	1,161 19
91 Streetsville	714 28	2,046 75	620 00
92 Sudbury	7,331 32	.....	5,000 00
93 Sydenham	1,938 00	5,250 00	.....
94 Thorndale	.....	.....	1,400 00
95 Thorold	736 96	1,079 29	1,700 00
96 Tillsonburg	906 24	1,591 12	3,500 00
97 Toronto, Commerce and Finance	1,000 00	.....	281,982 00
98 Toronto, Malvern Ave.	1,224 06	.....	24,560 30
99 Toronto, North	719 17	.....	41,617 21
100 Toronto, Oakwood	1,338 60	.....	43,697 35
101 Toronto, Riverdale	1,241 12	.....	31,313 13
102 Toronto, Technical	18,140 98	.....	497,284 00
103 Trenton	838 58	1,030 97	4,400 00
104 Uxbridge	894 90	2,624 15	1,600 00
105 Vienna	517 80	950 35	700 00
106 Walkerton	2,772 26	2,697 49	2,600 00
107 Wardsville	515 84	839 42	506 34
108 Waterdown	573 92	1,008 85	2,200 00
109 Waterford	724 28	1,551 65	1,500 00
110 Watford	805 72	2,922 20	1,200 00
111 Welland	2,717 02	4,062 67	63,008 19
112 Weston	769 64	2,064 84	1,500 00
113 Whitby	2,582 93	2,313 81	3,100 00
114 Wiarton	712 51	1,678 59	1,500 00
115 Williamstown	878 05	896 44	6,947 36
116 Winchester	590 77	738 46	1,493 83
117 Wingham	936 44	2,916 38	2,532 70
1 Totals, High Schools	155,482 13	191,409 00	1,351,192 52
2 Totals, Collegiate Institutes	93,832 54	133,166 73	744,936 24
3 Grand Totals, 1913	249,314 67	324,575 73	2,096,128 76
4 Grand Totals, 1912	209,956 03	287,719 41	1,439,324 79
5 Increases	39,358 64	36,856 32	656,803 97
6 Percentages	7.38	9.60	62.05

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

ceipts			Expenditure			
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
70	98 00	150 25	2,555 88	2,050 00	9 94	.....
71	1,442 00	2,285 90	12,002 13	7,199 65	.....	.....
72	145 00	1,113 62	14,069 02	7,830 00	422 07	1,051 69
73	286 97	868 58	9,759 75	6,149 50	.....	251 96
74	700 50	188 85	5,842 85	4,140 00	235 00	140 95
75	.....	124 00	9,183 34	6,577 90	510 89	173 06
76	.....	994 55	6,382 94	3,300 00	450 18	.....
77	.....	3,346 78	11,223 08	6,198 34	121 45	20 12
78	.....	1,348 75	3,322 43	2,560 00	.....	100 00
79	.....	19 00	2,697 65	2,385 37	.....	.....
80	445 00	469 21	4,029 94	2,980 00	8 60	25 09
81	810 00	426 83	12,285 12	9,160 36	.....	70 52
82	357 00	248 30	5,475 81	4,700 00	16 00	40 00
83	.....	24 00	2,779 68	2,300 00	.....	139 76
84	90 00	188 24	6,325 12	5,020 00	.....	151 41
85	625 00	323 55	3,920 03	3,060 00	.....	93 69
86	.....	1,401 09	4,098 89	2,703 00	22 25	22 76
87	1,704 00	2,058 65	21,466 89	12,827 88	1,119 15	.....
88	22 25	239 23	10,574 17	7,633 30	.....	446 31
89	.....	2,042 34	4,933 90	2,880 00	.....	156 65
90	.....	1,431 61	8,290 62	5,466 68	283 09	15 89
91	485 00	1,443 40	5,309 43	3,380 00	40 00	22 45
92	91 00	5,991 84	18,414 16	7,560 00	.....	55 28
93	312 00	592 98	8,092 98	5,610 00	750 00	.....
94	132 00	1,043 03	2,575 03	765 54	770 58	.....
95	.....	447 45	3,963 70	2,896 66	198 72	18 62
96	854 95	89 00	6,941 31	4,645 10	106 25	8 05
97	2,199 25	103,160 58	388,341 83	20,355 97	64,327 78	370 59
98	919 00	59,984 00	86,687 36	12,400 00	50,283 22	248 29
99	1,240 00	3,614 95	47,191 33	5,920 00	34,371 50	57 41
100	2,166 00	7,319 42	54,521 37	20,384 00	6,236 75	2,547 19
101	2,280 00	62,630 48	97,464 73	19,738 00	35,968 42	2,197 18
102	7,001 00	6,692 30	529,118 28	53,627 50	383,782 83	1,244 21
103	.....	1,722 35	7,991 90	4,316 80	672 70	406 51
104	658 00	290 57	6,067 62	4,170 00	92 00	.....
105	.....	1,036 22	3,204 37	1,800 00	62 29	60 00
106	623 25	1,077 96	9,770 96	6,283 67	.....	35 21
107	310 50	95 33	2,267 43	1,895 63	55 00	5 90
108	292 00	43 00	4,117 77	2,750 00	.....	.....
109	.....	1,008 52	4,784 45	3,300 00	.....	17 72
110	277 00	2,575 94	7,780 86	4,410 00	.....	12 00
111	.....	3,838 27	73,626 15	7,250 00	1,000 00	56 14
112	780 00	1,179 83	6,294 31	5,026 60	.....	3 00
113	183 00	1,582 86	9,762 60	5,941 16	.....	479 16
114	325 75	489 88	4,706 73	3,290 00	331 00	84 25
115	.....	113 00	8,834 85	5,190 00	142 17	.....
116	110 50	35 00	2,968 56	2,060 00	.....	.....
117	1,185 80	836 01	8,407 33	5,980 00	299 03	30 63
1	55,114 15	356,498 50	2,109,696 30	627,209 84	682,411 87	17,566 08
2	94,579 69	201,924 68	1,268,439 88	712,162 15	89,992 66	27,984 57
3	149,693 84	558,423 18	3,378,136 18	1,339,371 99	772,404 53	45,550 65
4	145,684 76	331,442 77	2,414,127 76	1,232,537 25	327,981 86	36,953 82
5	4,009 08	226,980 41	964,008 42	106,834 74	444,422 67	8,596 83
6	4.43	16.53	.....	50.15	28.92	1.70

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	Art, manual training, household science and agricultural departments equipments	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
70 Omemee	30 40	.....	418 25
71 Orangeville	698 21	256 08	1,821 68
72 Oshawa	504 51	.....	3,398 28
73 Paris	11 86	903 08	1,134 74
74 Parkhill	209 33	.....	993 13
75 Pembroke	426 83	.....	1,494 66
76 Penetanguishene	.....	.....	1,755 94
77 Petrolea	99 07	283 83	949 74
78 Plantagenet	.....	.....	338 86
79 Port Dover	.....	.....	312 28
80 Port Elgin	5 60	.....	597 90
81 Port Hope	163 47	132 90	1,614 21
82 Port Perry	29 86	.....	602 27
83 Port Rowan	35 58	.....	304 34
84 Prescott	22 70	.....	1,054 22
85 Richmond Hill	234 84	.....	531 50
86 Rockland	157 53	.....	456 34
87 Sault Ste. Marie	32 70	300 78	3,243 94
88 Simcoe	314 50	203 29	877 13
89 Smithville	50 00	.....	504 86
90 Stirling	.....	500 00	1,052 55
91 Streetsville	19 90	.....	341 50
92 Sudbury	168 15	.....	1,747 62
93 Sydenham	.....	400 00	923 53
94 Thorndale	521 77	.....	478 17
95 Thorold	13 70	.....	565 25
96 Tillsonburg	107 80	.....	1,354 15
97 Toronto, Commerce and Finance	1,301 35	.....	8,513 47
98 Toronto, Malvern Ave.	1,166 97	3 94	3,587 08
99 Toronto, North	2,721 07	.....	4,121 35
100 Toronto, Oakwood	2,656 41	2,350 56	20,346 46
101 Toronto, Riverdale	681 90	2 50	6,945 37
102 Toronto, Technical	3,725 29	5,671 80	70,909 32
103 Trenton	.....	.....	561 04
104 Uxbridge	321 04	.....	1,484 58
105 Vienna	.....	.....	80 00
106 Walkerton	2 25	714 16	911 57
107 Wardsville	53 45	.....	256 45
108 Waterdown	100 81	.....	591 20
109 Waterford	.....	.....	798 77
110 Watford	.....	.....	1,572 69
111 Welland	221 93	318 66	1,109 56
112 Weston	96 59	.....	1,168 12
113 Whitby	137 55	141 68	1,102 60
114 Wiarton	118 83	.....	794 00
115 Williamstown	.....	.....	2,332 78
116 Winchester	3 09	.....	614 39
117 Wingham	207 04	.....	1,282 05
1 Totals, High Schools	24,843 90	15,424 81	229,028 20
2 Totals, Collegiate Institutes	20,216 40	13,040 23	210,800 84
3 Grand Totals, 1913	45,060 30	28,465 04	439,829 04
4 Grand Totals, 1912	32,585 99	15,529 80	307,472 42
5 Increases	12,474 31	12,935 24	132,356 62
6 Percentages	1.69	1.06	16.47

AND HIGH SCHOOLS—Continued

STATEMENT—Concluded

	Concluded		
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
70	2,508 59	47 29	Res. free; non-res. $10.
71	9,975 62	2,026 51	$10.
72	13,206 55	862 47	Res free: non-res. F. I free; others $7.50.
73	8,451 14	1,308 61	Res. free; non-res. $20.
74	5,718 41	124 44	Res. L. Sch. $6, M. & U. Schs. $8; non-res. $10.
75	9,183 34	.....	Free.
76	5,506 12	876 82	Free.
77	7,672 55	3,550 53	Free.
78	2,998 86	323 57	Free.
79	2,697 65	.....	Free.
80	3,617 19	412 75	$6.50
81	11,141 46	1,143 66	Town $9; Co. free; others $9
82	5,388 13	87 68	F. I free; others $7.50.
83	2,779 68	.....	Free.
84	6,248 33	76 79	Res. free; non-res. $10.
85	3,920 03	.....	$10.
86	3,361 88	737 01	Free.
87	17,524 45	3,942 44	$10.
88	9,474 53	1,099 64	Res. free; non-res. $10.
89	3,591 51	1,342 39	Free.
90	7,318 21	972 41	Free.
91	3,803 85	1,505 58	$10.
92	9,531 05	8,883 11	Res. free; non-res. $10.
93	7,683 53	409 45	L. and M. Schs. $5; U. $12.
94	2,536 06	38 97	$10
95	3,692 95	270 75	Free.
96	6,221 35	719 96	L. and M. Sch. $7.50; U. $10.
97	94,869 16	293,472 67	1st and 2nd years free; others $15.
98	67,689 50	18,997 86	
99	47,191 33	.....	F. I res. free, non-res. $6; F. II res. $9, non-res. $15; F. III $15; IV $21; V $29.
100	54,521 37	.....	
101	65,533 37	31,931 36	
102	518,960 95	10,157 33	Industrial courses free; Matric. and H. Sci. 1st yr.
103	5,957 05	2,034 85	Free. [free, 2nd $9, 3rd $15, 4th $21.
104	6,067 62	.....	Res. $5; non-res. $7,50.
105	2,002 29	1,202 08	Free.
106	7,946 86	1,824 10	$10.
107	2,266 43	1 00	$7.50.
108	3,442 01	675 76	$10.
109	4,116 49	667 96	Free.
110	5,994 69	1,786 17	Res. $10; non-res. free.
111	9,956 29	63,669 86	Free.
112	6,294 31	.....	$10.
113	7,802 15	1,960 45	Res. $5; non-res. $7.50.
114	4,618 08	88 65	$6.
115	7,664 95	1,169 90	Free.
116	2,677 48	291 08	Res. free; non-res. $10.
117	7,798 75	608 58	L. Sch. $6; M. Sch. $8; U. Sch. $10.
1	1,596,484 70	513,211 60	60 free; 57 not free.
2	1,074,196 85	194,243 03	15 free; 29 not free.
3	2,670,681 55	707,454 63	75 free; 86 not free.
4	1,953,061 14	461,066 62	66 free; 82 not free.
5	717,620 41	246,388 01	9 free; 4 not free.
6	.....	.....	46.58 free; 53.41 not free.

Cost per pupil, enrolled attendance. $79.14; average attendance, $124.52.

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils			Average Daily Attendance	Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals		Lower School	Middle School	Upper School	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie	131	138	269	160	148	100	21	146	119	4
2 Berlin	190	164	354	222	208	122	24	196	158	.....
3 Brantford	284	303	587	382	353	182	52	426	139	22
4 Brockville	136	202	338	210	217	87	34	213	123	2
5 Chatham	183	228	411	258	205	145	61	258	145	8
6 Clinton	103	105	208	141	123	63	22	84	124	.....
7 Cobourg	130	153	283	152	211	52	20	167	115	1
8 Collingwood	111	140	251	163	168	65	18	186	47	18
9 Fort William	102	135	237	162	183	45	9	232	5	.....
10 Galt	189	207	396	240	265	104	27	188	174	34
11 Goderich	86	160	246	164	149	76	21	141	100	5
12 Guelph	213	251	464	293	284	134	46	328	106	30
13 Hamilton	502	471	973	624	483	345	145	855	83	35
14 Ingersoll	60	95	155	98	102	46	7	74	67	14
15 Kingston	264	295	559	386	310	217	32	496	57	6
16 Lindsay	178	227	405	276	272	83	50	211	130	64
17 London	536	537	1,073	649	681	306	86	867	202	4
18 Morrisburg	46	73	119	82	64	36	19	56	61	2
19 Napanee	96	163	259	170	140	96	23	116	137	6
20 Niagara Falls	125	150	275	180	188	69	18	223	41	11
21 Orillia	139	188	327	193	182	115	30	188	85	54
22 Ottawa	659	497	1,156	766	725	366	65	1,040	49	67
23 Owen Sound	219	264	483	320	276	154	53	324	126	33
24 Perth	100	123	223	146	136	64	23	114	107	2
25 Peterborough	209	250	459	317	324	100	35	396	50	13
26 Picton	101	124	225	145	156	51	18	100	123	2
27 Port Arthur	79	85	164	101	121	35	8	164	.....	.....
28 Renfrew	124	175	299	201	199	78	22	140	143	16
29 Ridgetown	80	88	168	116	124	33	11	99	65	4
30 St. Catharines	170	219	389	232	304	51	34	260	120	9
31 St. Mary's	121	124	245	167	141	85	19	88	80	77
32 St. Thomas	212	307	519	329	332	158	29	380	133	6
33 Sarnia	150	182	332	225	233	83	16	264	64	4
34 Seaforth	88	116	204	130	109	53	42	85	99	20
35 Smith's Falls	132	149	281	194	152	112	17	204	39	38
36 Stratford	247	244	491	322	301	132	58	341	106	44
37 Strathroy	87	110	197	131	104	79	14	101	95	1
38 Toronto, Harbord	416	472	888	583	465	328	95	883	5	.....
39 Toronto, Humberside	240	240	480	331	275	161	44	431	33	16
40 Toronto, Jarvis	319	317	636	422	349	219	68	626	6	4
41 Toronto, Parkdale	316	334	650	444	365	239	46	578	33	39
42 Vankleek Hill	69	133	202	134	113	70	19	68	105	29
43 Windsor	209	210	419	262	330	73	16	318	96	5
44 Woodstock	160	219	379	250	230	118	31	183	155	41
Totals	8,311	9,367	17,678	11,473	10,800	5,330	1,548	12,838	4,050	790
High Schools										
1 Alexandria	53	96	149	91	120	29	.....	133	11	5
2 Alliston	40	74	114	77	66	48	.....	55	50	9
3 Almonte	72	65	137	92	92	34	11	81	47	9
4 Amherstburg	26	40	66	37	52	14	.....	59	7	.....
5 Arnprior	80	100	180	117	108	60	12	96	57	27
6 Arthur	42	69	111	65	66	40	5	54	53	4
7 Athens	100	138	238	170	151	87	.....	92	144	2

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
1	55	100	14	7	56	4	31	2	210	259	253	249	156	89	13
2	164	36	39	15	15	24	23	38	283	338	338	260	153	70	11
3	171	122	31	12	175	16	43	17	368	560	561	315	275	168	16
4	43	115	17	.....	97	27	26	13	251	338	338	276	276	88	20
5	73	143	36	9	44	75	20	11	187	403	403	276	276	145	53
6	37	115	14	.....	19	19	4	.....	159	200	200	150	165	69	16
7	25	90	10	2	70	9	52	25	226	283	283	122	161	37	10
8	37	61	7	2	49	31	61	3	200	248	248	239	239	65	12
9	103	8	6	2	48	25	45	.....	134	237	237	136	136	45	7
10	89	95	18	6	130	4	53	1	325	393	393	216	239	69	12
11	48	90	12	3	25	12	24	32	194	240	240	231	231	82	14
12	121	123	32	16	79	18	53	22	287	436	436	311	209	134	41
13	503	87	91	20	171	34	48	19	606	960	960	865	865	378	74
14	31	68	4	3	26	1	12	10	140	153	153	146	149	26	6
15	139	64	45	21	131	35	115	9	482	549	549	375	345	201	14
16	68	180	12	9	53	39	27	17	317	376	375	360	359	149	16
17	290	188	84	24	272	37	116	62	649	1,041	1,041	842	767	367	76
18	22	47	9	2	19	11	7	2	73	115	115	100	59	40	15
19	35	112	17	2	41	15	9	28	140	240	240	237	237	96	9
20	53	42	7	8	51	63	34	17	148	271	271	257	271	69	13
21	87	101	18	12	54	32	12	11	203	313	313	210	185	97	15
22	315	54	88	46	183	41	366	63	494	1,129	1,127	684	642	130	37
23	99	142	21	10	69	41	55	46	381	463	463	432	312	144	31
24	31	107	12	1	41	15	16	.....	158	213	212	200	200	42	10
25	83	53	26	10	138	70	47	32	364	453	453	245	431	110	23
26	18	126	5	2	25	16	12	21	172	224	224	200	121	55	13
27	45	5	18	1	31	22	36	6	121	161	161	131	131	35	3
28	43	125	11	6	56	42	16	.....	234	299	291	274	274	88	16
29	38	73	9	.....	19	10	1	18	115	158	164	158	158	38	10
30	114	64	14	13	123	42	19	.....	304	376	374	355	355	51	12
31	34	124	5	2	32	19	6	23	141	242	242	71	226	85	12
32	120	151	27	6	135	78	2	.....	332	495	495	490	301	158	19
33	96	50	25	4	84	38	20	15	236	332	332	320	320	80	5
34	14	95	10	4	32	13	14	22	108	183	190	142	105	53	20
35	58	69	8	1	82	30	15	18	213	279	279	264	264	71	12
36	94	140	29	8	160	10	30	20	301	479	479	354	271	54	47
37	33	97	17	3	24	16	4	3	153	196	196	191	191	48	9
38	313	10	40	25	300	.....	150	50	688	888	888	663	508	298	38
39	72	55	37	11	87	12	173	33	349	470	471	261	298	148	18
40	228	12	98	28	171	32	36	31	411	627	627	326	430	216	34
41	219	31	46	16	144	46	120	28	533	635	635	319	445	146	18
42	7	100	33	1	18	24	7	12	120	195	195	183	183	70	12
43	89	40	22	4	142	47	48	27	323	412	412	243	280	79	7
44	70	145	14	8	68	39	18	17	340	369	369	340	358	140	18
	4,427	3,855	1,138	385	3,789	1,234	2,026	824	12,173	17,231	17,226	13,019	12,557	4,823	887
1	9	88	.....	.....	11	.....	36	5	129	149	149	149	149	29	...
2	27	35	7	3	20	9	4	9	84	114	114	114	83	48	...
3	19	55	15	2	23	11	10	2	105	137	137	130	130	35	9
4	10	10	6	2	11	9	14	4	52	66	66	44	44	14	...
5	45	47	6	.....	26	32	24	.....	132	179	179	123	102	32	5
6	9	58	1	.....	16	3	17	7	84	105	105	106	83	41	5
7	34	147	10	2	25	10	10	.....	151	238	238	238	238	65	...

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Continued

Collegiate-Institutes	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Barrie	13	200	197	197	258	170	16	189	52	227	....
2 Berlin	10	268	257	277	306	146	14	96	140	233	8
3 Brantford	11	363	243	395	551	361	28	397	107	359	8
4 Brockville	14	263	254	254	314	205	27	322	29	292	8
5 Chatham	31	205	157	235	329	264	53	205	32	270	19
6 Clinton	6	205	154	158	198	165	17	152	40	184	....
7 Cobourg	10	226	211	226	283	202	10	202	18	197	....
8 Collingwood	5	200	200	200	249	232	12	193	25	204	5
9 Fort William	2	176	183	187	145	144	9	131	16	135	11
10 Galt	10	308	295	305	341	202	26	268	63	271	1
11 Goderich	10	194	194	194	226	154	16	110	16	118	3
12 Guelph	28	234	234	306	357	255	41	325	113	341	20
13 Hamilton	72	618	606	607	934	709	108	868	265	914	26
14 Ingersoll	3	153	125	140	132	68	6	81	18	109	1
15 Kingston	14	411	351	451	482	422	12	408	138	398	13
16 Lindsay	12	317	316	316	329	255	29	282	31	271	10
17 London	65	673	681	681	852	850	66	873	58	682	11
18 Morrisburg	9	83	83	83	109	77	14	90	20	96	3
19 Napanee	14	140	90	160	246	243	12	150	54	175	17
20 Niagara Falls	7	188	148	188	271	178	13	214	33	173	2
21 Orillia	6	200	240	240	305	211	25	188	38	272	2
22 Ottawa	18	736	701	938	989	618	81	1,025	200	651	19
23 Owen Sound	17	381	381	381	395	259	40	230	42	281	10
24 Perth	13	136	90	158	216	126	16	132	23	168	5
25 Peterborough	16	364	364	358	427	278	25	370	54	335	12
26 Picton	12	180	165	172	176	131	7	146	25	170	4
27 Port Arthur	2	132	121	132	151	75	6	137	16	138	9
28 Renfrew	14	165	234	234	290	186	16	194	11	210	4
29 Ridgetown	3	110	110	123	158	133	10	71	1	110	....
30 St. Catharines	14	304	304	304	356	274	24	258	69	266	11
31 St. Mary's	7	141	141	150	128	128	12	180	16	190	7
32 St. Thomas	20	332	281	332	384	293	24	384	94	364	5
33 Sarnia	4	233	233	233	246	244	12	223	36	226	12
34 Seaforth	17	108	108	108	157	106	20	110	51	132	8
35 Smith's Falls	12	213	148	213	279	206	15	166	28	210	6
36 Stratford	38	352	343	354	441	321	47	187	128	335	8
37 Strathroy	5	153	138	115	195	147	10	132	29	162	7
38 Toronto, Harbord	28	611	600	689	865	862	71	848	500	839	64
39 Toronto, Humberside	11	349	339	349	475	339	31	387	132	390	12
40 Toronto, Jarvis	32	389	389	389	623	614	59	592	246	576	42
41 Toronto, Parkdale	16	453	453	533	623	469	31	590	243	522	34
42 Vankleek Hill	12	113	113	125	180	180	15	69	3	112	6
43 Windsor	3	306	312	322	340	225	14	237	31	270	2
44 Woodstock	14	268	268	268	361	264	24	198	58	257	20
Totals	680	12,154	11,555	12,780	15,672	11,991	1,164	12,610	3,342	12,835	475
High Schools											
1 Alexandria	...	129	129	129	149	51	.....	140	.....	143	....
2 Alliston	...	84	84	114	114	114	.....	63	.....	66	....
3 Almonte	6	103	103	105	127	115	9	114	22	114	1
4 Amherstburg	...	30	52	52	44	30	.....	22	.....	30	....
5 Arnprior	4	132	132	132	178	112	9	109	19	172	....
6 Arthur	5	84	84	84	106	84	.....	38	.....	101	....
7 Athens	...	151	151	151	238	238	.....	160	.....	223	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	196	196	164	246	8	197	177	20	20	110	266	.....	...	.....	.....	...
2	140	140	121	197	8	271	124	68	73	161	350	74	...	121	125	...
3	112	113	243	341	4	56	168	98	52	206	581	98	...	98	101	17
4	133	133	162	241	8	255	123	49	51	143	338	38	...	.....	.....	7
5	162	162	227	329	13	139	139	74	74	199	407	74	...	.....	.....	...
6	165	165	186	190	7	158	158	12	14	161	208	12	...	.....	.....	14
7	196	196	130	273	5	211	211	71	71	182	278	.....	...	.....	.....	...
8	173	173	150	235	3	125	125	39	39	121	251	39	121	83	81	...
9	92	92	139	143	1	134	134	92	92	91	237	.....	...	.....	.....	...
10	169	169	184	267	4	255	36	78	78	147	389	77	...	97	178	...
11	115	115	140	185	3	194	117	34	24	120	244	.....	...	.....	.....	...
12	198	198	240	343	19	102	107	107	107	190	460	107	...	.....	.....	...
13	689	687	557	853	18	427	432	.....	.....	605	894	.....	...	306	296	18
14	83	83	92	133	2	121	97	20	18	86	155	20	...	45	72	11
15	111	111	195	388	1	272	182	75	125	113	534	71	...	.....	.....	...
16	163	171	273	280	8	170	162	64	64	165	393	63	...	.....	.....	10
17	700	700	292	982	14	665	667	152	120	694	1,065	178	...	315	390	12
18	58	58	61	85	4	83	83	7	9	78	117	.....	...	.....	.....	...
19	135	135	165	165	7	90	90	40	16	134	259	26	...	.....	.....	...
20	120	120	159	152	7	150	131	96	55	180	275	96	...	.....	.....	9
21	118	118	154	211	10	92	83	46	46	112	324	46	...	.....	.....	...
22	471	471	195	767	9	660	212	177	128	700	1,148	178	...	.....	.....	115
23	31	31	326	360	14	278	170	63	42	214	480	42	...	168	213	...
24	108	108	95	178	1	136	86	35	40	101	222	35	...	.....	.....	...
25	138	137	103	245	5	290	149	91	41	118	447	91	...	85	103	...
26	120	120	119	165	....	152	78	44	44	129	224	29	...	.....	.....	...
27	35	35	32	94	1	102	65	38	38	54	158	38	...	65	68	...
28	144	144	176	220	10	212	110	53	32	210	291	53	...	.....	.....	...
29	92	92	135	143	2	138	122	45	47	107	167	22	...	.....	.....	...
30	122	119	144	209	6	272	128	102	62	146	382	102	...	.....	.....	...
31	131	131	141	227	4	141	105	13	13	125	188	.....	...	.....	.....	19
32	217	217	158	354	8	232	234	135	84	207	519	135	...	99	.....	10
33	56	58	178	176	5	206	110	93	93	105	332	93	...	.....	.....	...
34	17	17	70	75	17	108	107	26	40	78	204	.....	...	.....	.....	...
35	96	96	177	239	6	108	87	35	20	91	281	35	...	88	102	...
36	135	175	212	355	22	300	130	89	89	196	488	.....	...	156	168	13
37	139	139	85	178	....	138	120	13	16	143	194	.....	...	.....	.....	4
38	503	503	446	747	12	461	461	.....	.....	460	875	.....	...	.....	.....	...
39	201	201	165	347	7	261	29	.....	.....	214	465	.....	...	.....	.....	...
40	332	332	184	402	14	297	297	.....	.....	310	608	.....	...	.....	.....	...
41	350	350	245	560	15	319	319	.....	.....	347	645	.....	...	.....	.....	20
42	84	84	54	120	5	70	59	29	29	81	202	29	67	.....	.....	12
43	209	209	139	281	8	258	86	86	55	148	411	86	...	85	78	...
44	99	99	163	239	11	337	78	58	58	122	373	58	...	129	156	21
	7,858	7,903	7,776	12,920	336	9,643	6,888	2,467	2,119	8,404	17,329	2,045	188	1,940	2,131	312
1	129	129	29	149	....	129	129	.....	.....	129	149	.....	...	.....	.....	...
2	84	84	114	114	....	43	43	.....	.....	66	.....	.....	...	.....	.....	...
3	84	84	55	123	....	104	90	20	20	96	136	10	...	.....	.....	...
4	.....	.....	22	42	....	52	46	18	22	30	50	22	...	18	.....	...
5	129	129	106	169	....	98	98	.....	.....	132	180	.....	...	.....	.....	...
6	88	88	50	108	5	84	84	.....	5	84	111	.....	48	.....	.....	...
7	151	151	238	238	....	.....	151	.....	.....	151	238	.....	...	.....	.....	...

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools—Continued	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing the High School Dis't	Municipalities within the County or Territorial District	Other Counties or Districts
8 Aurora	58	62	120	79	75	29	16	60	60	.....
9 Avonmore	23	29	52	27	38	14	.....	46	6	.....
10 Aylmer	80	89	169	99	58	92	19	69	99	1
11 Beamsville	34	34	68	39	55	13	.....	28	40	.....
12 Belleville	148	172	320	203	197	94	29	222	89	9
13 Bowmanville	53	46	99	63	52	33	14	55	43	1
14 Bradford	52	61	113	74	64	42	7	34	78	1
15 Brampton	81	97	178	126	98	61	19	89	81	8
16 Brighton	34	36	70	41	41	29	.....	70	.....	.....
17 Caledonia	61	70	131	75	88	31	12	51	49	31
18 Campbellford	75	89	164	108	76	82	6	99	60	5
19 Carleton Place	75	123	198	116	102	87	9	130	48	20
20 Cayuga	34	40	74	50	48	22	4	22	52	.....
21 Chatsworth	16	42	58	39	46	12	.....	47	9	2
22 Chesley	52	73	125	79	65	48	12	62	33	30
23 Chesterville	44	46	90	44	64	26	.....	82	.....	8
24 Colborne	30	41	71	47	50	21	.....	35	36	.....
25 Coldwater	10	23	33	20	25	8	.....	7	26	.....
26 Cornwall	139	178	317	208	207	98	12	172	119	26
27 Deseronto	37	34	71	42	54	17	.....	51	17	3
28 Dundalk	32	47	79	51	43	36	.....	32	29	18
29 Dundas	47	65	112	65	72	38	2	71	40	1
30 Dunnville	69	81	150	100	77	58	15	93	48	9
31 Durham	48	81	129	76	79	50	.....	52	77	.....
32 Dutton	55	68	123	76	61	44	18	33	90	.....
33 Elora	43	37	80	50	62	16	2	45	34	1
34 Essex	95	65	160	99	98	43	19	57	103	.....
35 Fergus	55	75	130	85	70	43	17	49	81	.....
36 Flesherton	20	58	78	48	45	33	.....	70	8	.....
37 Forest	48	72	120	78	80	33	7	55	63	2
38 Gananoque	61	68	129	86	90	39	.....	86	23	20
39 Georgetown	62	94	156	103	111	37	8	50	53	53
40 Glencoe	32	77	109	67	72	27	10	31	73	5
41 Gravenhurst	29	37	66	37	55	11	.....	59	7	.....
42 Grimsby	44	70	114	59	80	34	.....	46	41	27
43 Hagersville	36	58	94	63	64	30	.....	47	47	.....
44 Haileybury	78	81	159	85	118	20	21	158	.....	1
45 Harriston	35	59	94	66	46	30	18	48	28	18
46 Hawkesbury	18	23	41	26	31	8	2	18	14	9
47 Iroquois	52	73	125	82	62	49	14	36	79	10
48 Kemptville	77	125	202	124	98	69	35	59	72	71
49 Kenora	45	41	86	51	65	21	.....	86	.....	.....
50 Kincardine	81	90	171	114	107	43	21	104	64	3
51 Leamington	62	94	156	91	103	37	16	80	64	12
52 Listowel	112	100	212	142	110	80	22	152	40	20
53 Lucan	53	66	119	77	75	40	4	119	.....	.....
54 Madoc	40	81	121	76	76	40	5	45	75	1
55 Markdale	23	55	78	44	58	20	.....	44	33	1
56 Markham	85	81	166	106	100	31	35	18	126	22
57 Meaford	66	79	145	99	86	39	20	79	62	4
58 Midland	60	55	115	69	71	34	10	92	22	1
59 Mitchell	54	80	134	100	76	58	.....	69	63	2
60 Morewood	34	29	63	45	36	27	.....	52	.....	11
61 Mount Forest	68	103	171	115	96	64	11	94	38	39
62 Newburgh	35	60	95	62	76	18	1	17	78	.....
63 Newcastle	16	22	38	21	22	16	.....	31	7	.....
64 Newmarket	83	102	185	118	114	58	13	90	93	2
65 Niagara	17	14	31	13	24	5	2	31	.....	.....
66 Niagara Falls South	33	55	88	54	72	15	1	54	33	1

AND HIGH SCHOOLS—Continued
IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
8	16	59	8	.....	18	5	14	.....	91	120	120	109	109	34	8
9	6	43	1	.....	.....	.....	1	1	36	48	48	48	48	12	....
10	21	102	11	3	16	14	2	.....	88	165	165	88	111	90	12
11	2	38	4	3	8	3	8	2	67	68	68	43	38	13	....
12	98	62	15	14	65	19	41	6	262	320	320	291	191	59	22
13	8	36	5	3	21	8	6	12	52	94	94	83	83	33	7
14	5	61	7	.....	12	.....	19	9	64	113	113	64	83	42	7
15	15	80	14	.....	22	18	15	14	98	176	176	159	159	49	11
16	12	25	9	1	10	1	10	2	58	70	56	70	70	28	....
17	15	58	7	4	15	5	15	12	99	129	129	81	83	31	8
18	24	59	4	3	24	16	15	19	130	164	164	158	158	82	6
19	32	80	8	1	50	9	8	10	145	198	195	156	120	56	6
20	14	40	7	2	4	4	3	.....	62	74	74	72	47	24	2
21	2	47	1	.....	3	1	4	.....	50	58	58	58	58	12	....
22	24	56	10	.....	21	5	6	3	93	121	121	117	104	48	7
23	.....	58	2	.....	21	7	2	.....	64	90	90	90	90	26	....
24	11	38	3	.....	1	8	8	2	50	71	71	50	71	21	....
25	11	7	1	.....	2	6	5	1	25	33	33	33	33	8	....
26	98	103	22	4	40	31	19	.....	207	314	313	253	253	95	8
27	20	12	.....	.....	30	8	1	.....	71	71	71	71	44	17	....
28	4	58	.....	2	3	1	11	.....	43	79	79	79	79	36	....
29	23	30	7	.....	26	4	11	11	86	112	112	71	110	38	2
30	26	52	8	3	43	4	6	8	99	140	141	142	142	68	8
31	6	58	7	1	17	27	10	3	79	129	129	129	129	50	....
32	7	73	8	2	10	7	12	4	72	115	115	95	63	44	10
33	10	34	1	2	17	5	8	3	68	79	79	76	46	15	2
34	31	80	10	5	10	4	15	5	108	156	156	94	81	42	12
35	26	51	7	9	22	15	.....	.....	70	130	130	113	130	43	10
36	8	48	3	2	10	5	2	.....	45	78	78	78	78	33	....
37	18	55	5	3	18	7	5	9	80	118	118	113	59	33	5
38	32	41	8	1	41	.....	1	5	104	129	129	104	89	39	1
39	43	59	5	2	16	16	13	2	124	154	154	124	124	39	3
40	5	74	8	.....	9	4	7	2	72	109	109	99	109	27	6
41	10	6	.....	1	25	5	19	.....	55	66	66	66	44	13	....
42	6	62	5	2	16	13	6	4	80	114	114	114	114	34	....
43	11	48	5	.....	3	12	8	7	75	94	94	94	94	30	....
44	28	8	8	.....	90	1	24	.....	123	138	138	138	138	20	....
45	13	32	8	3	22	.....	14	2	60	90	90	83	59	37	13
46	10	19	3	.....	3	1	5	.....	34	41	41	41	41	9	2
47	22	76	5	4	8	1	6	3	77	123	123	111	111	49	8
48	16	123	15	1	26	2	19	.....	124	190	190	145	134	85	24
49	8	3	2	.....	12	38	23	.....	76	86	86	86	86	21	....
50	6	91	7	1	14	1	44	7	134	166	166	150	135	43	11
51	28	69	12	.....	17	1	28	1	114	145	145	143	102	41	2
52	37	101	25	2	33	10	4	.....	160	207	207	191	133	81	17
53	29	72	5	.....	4	3	2	4	77	118	116	114	69	39	3
54	20	67	7	7	4	4	7	5	78	119	119	115	115	40	5
55	12	29	3	.....	10	5	17	2	58	78	78	78	78	20	....
56	15	90	8	1	6	15	17	14	100	146	146	100	131	31	21
57	35	58	8	1	30	3	7	3	101	142	142	111	119	47	13
58	24	24	6	1	18	11	21	10	83	107	108	109	109	35	2
59	22	64	4	2	24	14	2	2	76	134	134	134	134	58	....
60	7	40	3	1	8	3	1	.....	46	63	63	63	63	27	....
61	27	67	11	.....	9	2	24	31	96	171	171	160	160	64	10
62	2	76	3	1	8	3	.....	2	76	95	95	95	95	29	1
63	4	16	4	1	4	4	3	2	26	38	38	38	38	16	....
64	24	80	7	2	26	15	21	10	135	180	180	135	135	67	4
65	6	6	.....	.....	8	10	.....	1	29	31	31	29	29	7	1
66	15	30	3	1	22	5	12	.....	79	87	87	87	87	16	1

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN

High Schools—Continued	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
8 Aurora	9	91	91	91	120	84	10	111	13	113	....
9 Avonmore	....	36	36	36	48	20	....	39	....	40	....
10 Aylmer	7	88	88	88	158	102	19	129	23	104	....
11 Beamsville	....	55	55	55	68	43	....	50	7	57	....
12 Belleville	14	227	245	250	320	220	29	216	52	311	2
13 Bowmanville	5	52	85	52	95	83	7	79	35	80	4
14 Bradford	....	64	64	64	113	113	7	100	3	....	....
15 Brampton	8	98	98	98	176	176	14	147	22	160	8
16 Brighton	....	58	58	57	68	68	....	18	....	55	....
17 Caledonia	6	99	99	99	99	91	8	86	16	111	....
18 Campbellford	6	130	158	130	164	130	....	140	3	150	1
19 Carleton Place	....	100	102	119	196	128	9	178	12	167	11
20 Cayuga	3	62	62	62	74	74	2	36	....	64	....
21 Chatsworth	....	50	50	50	58	38	....	34	1	49	....
22 Chesley	5	93	93	93	121	93	7	106	22	121	3
23 Chesterville	....	46	90	64	90	90	....	86	....	90	....
24 Colborne	....	50	50	50	71	55	....	36	....	65	....
25 Coldwater	....	25	25	25	33	33	....	32	....	32	....
26 Cornwall	3	156	207	208	267	188	11	174	16	260	7
27 Deseronto	....	60	60	71	71	71	....	62	....	65	....
28 Dundalk	....	43	43	43	79	79	....	50	....	63	....
29 Dundas	....	86	86	86	112	80	2	75	18	66	....
30 Dunnville	2	99	99	67	140	120	15	68	53	135	1
31 Durham	....	79	79	79	129	84	....	83	....	81	....
32 Dutton	11	72	72	72	115	90	10	81	4	89	1
33 Elora	1	68	68	68	51	37	2	45	....	49	2
34 Essex	12	116	116	113	156	107	16	133	39	146	....
35 Fergus	7	130	130	70	130	130	10	40	1	120	1
36 Flesherton	....	45	78	45	78	78	....	30	....	39	....
37 Forest	5	80	80	80	118	66	5	39	....	56	....
38 Gananoque	2	104	104	104	114	114	1	63	....	77	....
39 Georgetown	8	124	124	124	155	155	4	34	9	104	6
40 Glencoe	9	72	72	72	105	105	105	54	1	51	....
41 Gravenhurst	....	55	55	55	62	35	....	57	5	44	....
42 Grimsby	....	80	80	80	114	67	....	97	17	101	....
43 Hagersville	....	75	75	75	94	59	....	63	....	61	....
44 Haileybury	....	112	112	112	122	122	....	77	....	57	....
45 Harriston	4	60	60	60	94	70	16	61	19	86	....
46 Hawkesbury	....	34	34	34	41	27	2	33	....	24	....
47 Iroquois	9	111	111	111	120	120	8	69	13	111	....
48 Kemptville	16	127	127	127	194	194	28	158	22	181	3
49 Kenora	....	76	76	76	81	50	....	35	14	54	....
50 Kincardine	10	134	134	134	162	150	17	95	....	155	2
51 Leamington	6	114	114	114	151	151	7	93	4	132	....
52 Listowel	20	129	129	129	207	149	17	137	51	199	1
53 Lucan	3	75	75	77	119	117	3	76	1	97	....
54 Madoc	....	76	76	78	120	93	5	92	7	101	7
55 Markdale	....	58	58	58	78	78	....	28	....	52	....
56 Markham	25	100	100	100	146	93	18	130	37	156	....
57 Meaford	8	88	142	95	104	82	18	99	25	109	....
58 Midland	6	83	83	85	112	111	5	101	1	108	....
59 Mitchell	....	76	76	76	134	102	....	72	14	84	....
60 Morewood	....	46	46	46	63	54	....	28	....	27	....
61 Mount Forest	10	96	96	96	171	171	8	106	15	166	....
62 Newburgh	....	76	76	76	95	95	1	61	....	85	2
63 Newcastle	....	26	22	22	38	20	....	31	....	33	....
64 Newmarket	8	135	138	136	140	110	10	45	4	136	....
65 Niagara	1	24	24	29	31	31	2	10	1	13	....
66 Niagara Falls South	....	79	79	79	87	39	1	24	3	38	....

AND HIGH SCHOOLS—Continued
THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
8	98	98	75	128	6	91	91	.....	.....	91	120	....	....	....	....	....
9	36	36	20	48	....	36	36	.....	.....	36	.....	....	....	....	....	....
10	82	82	108	158	5	88	104	.....	9	104	169	....	....	....	....	....
11	55	55	25	68	....	55	67	7	.....	52	68	....	....	....	....	....
12	221	221	172	300	7	218	203	45	30	203	320	....	....	....	204	3
13	60	60	41	95	1	52	.....	.....	.....	52	99	....	....	....	....	....
14	64	64	83	113	....	64	30	.....	.....	64	113	....	....	....	....	....
15	105	105	67	170	4	98	60	10	.....	98	177	....	....	....	....	....
16	56	56	36	69	....	35	39	.....	.....	45	.....	....	....	....	....	7
17	105	105	71	129	2	50	99	.....	.....	99	131	....	....	....	....	....
18	82	82	88	164	4	76	76	.....	.....	130	164	....	....	....	....	....
19	100	100	56	195	....	69	69	.....	.....	102	197	....	....	....	....	....
20	65	65	33	74	3	62	62	.....	.....	62	74	....	....	....	....	....
21	50	50	41	50	....	50	15	.....	.....	50	43	....	....	....	....	....
22	103	103	87	117	5	88	88	.....	.....	91	125	....	....	....	....	....
23	64	64	26	90	....	90	64	.....	.....	64	90	....	19	....	....	....
24	41	41	55	71	....	50	20	.....	.....	42	71	....	....	....	....	....
25	25	25	22	33	....	25	11	.....	.....	25	.....	....	....	....	....	....
26	136	136	194	196	4	207	77	57	57	131	317	57	....	....	....	4
27	59	59	44	71	....	60	60	.....	2	60	71	....	....	....	....	2
28	43	43	60	79	....	43	43	.....	.....	43	79	....	....	....	....	....
29	86	86	34	105	....	71	71	.....	19	86	110	....	....	....	....	....
30	61	61	47	90	....	99	72	14	60	50	149	14	....	....	....	....
31	79	79	76	129	....	79	79	.....	.....	79	129	....	....	....	....	....
32	83	83	78	115	11	51	51	.....	.....	72	123	....	61	....	....	....
33	42	42	54	54	....	44	33	28	30	33	79	28	....	....	....	....
34	99	99	96	151	1	79	65	.....	.....	74	158	....	59	....	....	4
35	75	75	120	130	7	70	70	.....	.....	70	130	....	....	....	....	....
36	45	45	58	78	....	45	20	.....	.....	45	78	....	....	....	....	....
37	85	85	38	120	5	80	54	11	11	84	80	....	....	....	....	....
38	51	51	89	129	2	104	69	20	30	68	127	....	....	....	....	....
39	124	124	144	144	4	124	67	5	10	116	156	....	....	....	....	....
40	81	81	109	109	9	36	72	.....	.....	73	109	....	....	....	....	....
41	39	39	26	48	....	55	39	16	16	49	66	....	....	....	....	3
42	80	80	67	114	....	47	47	.....	.....	80	114	....	....	....	....	....
43	75	75	45	94	....	64	64	.....	.....	64	64	....	....	....	....	....
44	35	35	40	122	49	112	74	.....	.....	83	138	....	....	....	....	7
45	60	60	59	89	4	60	39	.....	12	58	94	....	....	....	....	....
46	34	34	27	41	....	35	35	.....	.....	35	41	....	....	....	....	....
47	120	120	55	57	6	111	48	4	5	63	125	....	....	....	....	2
48	139	139	133	191	6	125	127	.....	60	127	201	....	....	....	....	....
49	40	40	45	74	....	65	54	29	.....	32	84	....	....	....	....	....
50	119	119	162	166	12	134	134	17	17	123	171	17	....	....	....	6
51	118	118	93	148	4	114	60	.....	.....	124	156	....	....	....	....	9
52	174	174	143	207	11	120	129	.....	.....	129	212	....	....	....	....	....
53	78	78	70	116	2	75	54	.....	.....	84	119	....	....	....	....	7
54	78	78	89	121	....	76	49	.....	.....	90	121	....	....	....	....	14
55	58	58	38	78	....	58	57	.....	.....	58	.....	....	....	....	....	....
56	125	125	108	95	25	100	100	.....	.....	100	166	....	....	....	....	....
57	79	79	76	112	6	101	66	26	26	83	145	....	....	....	....	....
58	89	89	62	108	6	75	75	.....	.....	70	115	....	....	....	....	....
59	76	76	58	58	....	76	56	.....	.....	76	134	....	....	....	....	8
60	46	46	54	63	....	46	37	.....	.....	46	.....	....	....	....	....	....
61	105	105	160	164	....	96	96	.....	.....	96	170	....	....	....	....	....
62	76	76	59	95	....	45	45	.....	.....	80	.....	....	....	....	....	....
63	26	26	38	20	....	22	22	.....	.....	25	38	....	....	....	....	....
64	120	120	140	143	5	122	97	45	45	70	180	45	....	....	....	10
65	24	24	5	29	....	24	20	20	15	24	31	....	....	....	....	....
66	50	50	24	60	....	79	53	31	31	36	84	29	25	....	52	....

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils				Number of Pupils in—		
	Boys	Girls	Totals	Average daily Attendance	Lower School	Middle School	Upper School
67 North Bay	70	86	156	93	114	35	7
68 Norwood	37	50	87	56	62	25	.....
69 Oakville	35	66	101	64	67	34	.....
70 Omemee	12	25	37	24	23	14	.....
71 Orangeville	104	107	211	139	93	93	25
72 Oshawa	86	118	204	121	143	41	20
73 Paris	70	64	134	88	98	23	13
74 Parkhill	50	71	121	80	71	38	12
75 Pembroke	93	81	174	102	121	43	10
76 Penetanguishene	39	41	80	50	56	24	.....
77 Petrolea	65	75	140	92	87	38	15
78 Plantagenet	25	33	58	33	48	10	.....
79 Port Dover	16	28	44	25	27	17	.....
80 Port Elgin	48	52	100	64	65	29	6
81 Port Hope	134	126	260	154	173	74	13
82 Port Perry	72	64	136	91	103	21	12
83 Port Rowan	20	24	44	25	30	14	.....
84 Prescott	54	86	140	97	100	27	13
85 Richmond Hill	41	51	92	59	56	36	.....
86 Rockland	10	29	39	23	27	10	2
87 Sault Ste. Marie	124	141	265	162	184	68	13
88 Simcoe	101	122	223	144	117	81	25
89 Smithville	33	41	74	40	44	30	.....
90 Stirling	53	72	125	82	83	36	6
91 Streetsville	31	37	68	46	47	21	.....
92 Sudbury	66	40	106	68	61	37	8
93 Sydenham	56	65	121	81	60	57	4
94 Thorndale	11	23	34	31	30	4	.....
95 Thorold	26	27	53	29	42	11	.....
96 Tillsonburg	52	82	134	91	87	38	9
97 Toronto, Commerce and Finance	194	256	450	271	189	161	100
98 Toronto, Malvern Ave	108	112	220	136	157	52	11
99 Toronto, North	83	71	154	83	85	56	13
100 Toronto, Oakwood	196	215	411	239	235	141	35
101 Toronto, Riverdale	183	200	383	246	216	132	35
102 Toronto, Technical	470	570	1,040	508	576	264	200
103 Trenton	55	88	143	94	89	54	.....
104 Uxbridge	67	76	143	97	72	47	24
105 Vienna	18	16	34	21	23	11	.....
106 Walkerton	54	59	113	75	65	31	17
107 Wardsville	21	40	61	31	35	26	.....
108 Waterdown	24	25	49	25	35	14	.....
109 Waterford	34	38	72	44	40	32	.....
110 Watford	61	89	150	91	89	39	22
111 Welland	98	106	204	121	157	36	11
112 Weston	59	68	127	74	85	33	9
113 Whitby	51	64	115	69	71	33	11
114 Wiarton	34	48	82	51	60	17	5
115 Williamstown	53	58	111	86	50	54	7
116 Winchester	34	43	77	54	49	28	.....
117 Wingham	95	133	228	154	118	72	38
1 Totals, High Schools	7,178	8,890	16,068	9,975	9,854	4,927	1,287
2 Totals, Collegiate Institutes	8,311	9,367	17,678	11,473	10,800	5,330	1,548
3 Grand Totals, 1913	15,489	18,257	33,746	21,448	20,654	10,257	2,835
4 Grand Totals, 1912	14,846	17,427	32,273	20,268	19,829	9,842	2,602
5 Increases	643	830	1,473	1,180	825	415	233
6 Decreases	.....	.....	.....	.....	.....	.....	.....
7 Percentages	45.90	54.10	.....	63.55	61.20	30.39	8.40

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from—			Number of Pupils from Families whose Head is occupied as below—							
	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation
67	143	8	5	30	17	2	2	52	18	30	5
68	48	27	12	16	45	5	.....	8	7	4	2
69	50	49	2	14	40	5	.....	17	6	17	2
70	24	6	7	.....	31	1	1	.....	1	3	.....
71	94	71	46	39	107	12	1	25	9	15	3
72	148	46	10	42	54	7	2	75	7	12	5
73	93	37	4	23	44	9	2	24	18	12	2
74	56	52	13	25	49	10	2	10	11	5	9
75	137	37	.....	30	38	17	3	27	27	24	8
76	67	9	4	23	11	5	2	15	6	16	2
77	73	67	.....	22	38	4	.....	30	18	24	4
78	58	.....	.....	2	32	3	.....	2	14	4	1
79	28	14	2	3	16	1	1	7	4	12	.....
80	56	44	.....	13	51	5	1	3	10	12	5
81	125	131	4	47	108	5	1	48	29	18	4
82	36	73	27	22	91	6	2	4	11	.....	.....
83	23	21	.....	7	20	4	2	7	2	1	1
84	103	35	2	49	31	4	3	14	19	11	9
85	19	73	.....	6	62	7	1	10	4	2	.....
86	21	18	.....	7	12	.....	.....	5	15	.....	.....
87	228	37	.....	60	19	18	10	78	56	18	6
88	92	127	4	50	110	7	.....	48	6	2	.....
89	21	41	12	10	42	5	2	3	1	11	.....
90	124	.....	1	16	79	6	3	5	4	9	3
91	21	30	17	4	45	3	.....	6	2	.....	8
92	92	14	.....	35	1	11	.....	9	11	34	5
93	120	.....	1	2	79	5	.....	16	7	6	6
94	34	.....	.....	3	24	.....	.....	1	1	2	3
95	38	13	2	8	13	1	1	23	2	2	3
96	66	33	35	28	66	3	.....	16	14	7	.....
97	443	5	2	180	4	18	5	135	18	36	54
98	165	37	18	59	42	27	.....	69	15	2	6
99	121	33	.....	50	41	12	4	21	13	.....	13
100	407	4	.....	161	18	45	28	80	17	44	15
101	373	3	7	117	8	18	11	107	4	90	28
102	1,002	23	15	21	12	30	3	56	200	408	310
103	92	10	41	35	42	7	1	28	18	6	6
104	46	94	3	21	85	5	3	10	10	3	6
105	31	.....	3	1	27	.....	.....	3	1	2	.....
106	60	51	2	28	39	7	3	19	5	4	8
107	26	20	15	4	38	3	.....	8	1	5	2
108	49	.....	.....	4	20	2	2	15	2	2	2
109	25	45	2	8	47	6	1	2	6	1	1
110	44	93	13	31	89	9	1	9	2	9	.....
111	77	127	.....	58	59	16	1	53	9	8	.....
112	57	54	16	14	49	9	1	16	.....	36	2
113	71	44	.....	30	36	8	9	15	14	2	1
114	75	1	6	10	26	2	.....	10	6	25	3
115	107	1	3	8	65	10	2	10	6	9	1
116	64	13	.....	8	29	1	.....	23	7	6	3
117	101	103	24	58	101	13	.....	26	4	12	14
1	10,127	4,996	945	2,808	5,826	847	228	2,510	1,221	1,775	853
2	12,838	4,050	790	4,427	3,855	1,138	385	3,789	1,234	2,026	824
3	22,965	9,046	1,735	7,235	9,681	1,985	613	6,299	2,455	3,801	1,677
4	21,463	9,101	1,709	7,358	9,221	1,977	545	5,952	2,421	3,355	1,444
5	1,502	.....	26	.....	460	8	68	347	34	446	233
6	.....	55	.....	123	.....	.....	.....	.....	.....	.....	.....
7	68.05	26.80	5.14	21.44	28.69	5.88	1.82	18.66	7.27	11.26	4.97

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the

High Schools—Continued	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
67 North Bay	114	153	153	149	92	35	4
68 Norwood	62	87	87	87	87	25	.....
69 Oakville	67	101	101	101	101	34	.....
70 Omemee	23	37	37	37	37	14	.....
71 Orangeville	143	205	205	196	196	89	11
72 Oshawa	148	202	202	150	103	49	10
73 Paris	95	134	134	118	131	23	10
74 Parkhill	71	121	121	79	68	40	9
75 Pembroke	121	173	173	157	157	47	4
76 Penetanguishene	56	80	80	80	80	24	.....
77 Petrolea	87	140	140	87	70	38	11
78 Plantagenet	48	58	58	56	56	10	.....
79 Port Dover	32	44	44	44	44	17	.....
80 Port Elgin	65	100	100	46	67	33	6
81 Port Hope	187	240	240	118	122	87	11
82 Port Perry	112	133	133	127	127	24	6
83 Port Rowan	30	44	44	44	44	14	.....
84 Prescott	111	135	135	74	80	31	9
85 Richmond Hill	56	92	92	92	92	36	.....
86 Rockland	27	39	39	27	37	10	2
87 Sault Ste. Marie	184	265	258	192	108	192	6
88 Simcoe	143	200	200	200	200	150	21
89 Smithville	55	74	74	70	52	29	.....
90 Stirling	102	120	120	119	119	43	1
91 Streetsville	53	68	68	55	48	19	.....
92 Sudbury	61	104	104	58	51	25	3
93 Sydenham	72	121	121	110	86	58	3
94 Thorndale	30	30	34	30	20	4	.....
95 Thorold	47	53	53	47	29	11	.....
96 Tillsonburg	99	131	131	125	125	40	6
97 Toronto, Commerce & Finance	299	450	450	299	.....	100	100
98 Toronto, Malvern Ave	157	218	220	144	98	60	6
99 Toronto, North	85	154	154	115	83	56	10
100 Toronto, Oakwood	318	409	409	355	226	148	12
101 Toronto, Riverdale	317	381	382	95	260	133	10
102 Toronto, Technical	440	500	500	261	135	40	.....
103 Trenton	107	140	140	140	140	.....	.....
104 Uxbridge	89	138	138	130	130	56	18
105 Vienna	34	34	34	34	34	11	.....
106 Walkerton	30	107	107	76	99	31	8
107 Wardsville	46	59	59	61	48	26	.....
108 Waterdown	35	49	49	49	49	14	.....
109 Waterford	55	72	72	71	54	31	.....
110 Watford	111	149	149	132	132	44	21
111 Welland	167	200	200	194	194	37	8
112 Weston	113	127	127	121	121	33	6
113 Whitby	74	106	106	75	101	30	7
114 Wiarton	76	82	82	82	56	17	5
115 Williamstown	80	111	111	106	106	54	5
116 Winchester	49	77	77	77	54	28	.....
117 Wingham	173	218	218	191	127	72	22
1 Totals, High Schools	11,127	15,247	15,229	12,728	11,450	4,782	691
2 Totals, Collegiate Institutes	12,173	17,231	17,226	13,019	12,557	4,823	887
3 Grand Totals, 1913	23,300	32,478	32,455	25,747	24,007	9,605	1,578
4 Grand Totals, 1912	22,943	31,057	31,179	24,463	23,673	9,308	1,543
5 Increases	357	1,421	1,276	1,284	334	297	35
6 Decreases	.....	.....	.....	.....	.....	.....	.....
7 Percentages	69.04	96.24	96.17	76.29	71.14	28.46	4.67

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects—Continued

	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German
67	3	114	114	114	153	153	4	119	27
68	.....	62	62	62	87	57	.....	63	.....
69	.....	67	67	67	96	65	.....	43	6
70	.....	23	23	23	37	32	.....	8	.....
71	9	143	126	145	208	208	21	178	27
72	6	149	144	158	139	102	19	132	31
73	11	95	95	98	131	74	12	45	23
74	8	93	93	93	121	121	8	108	31
75	1	131	131	131	170	99	5	89	9
76	.....	56	56	56	80	55	.....	64	10
77	7	87	87	87	138	138	13	124	8
78	.....	48	48	48	57	50	.....	40	.....
79	.....	32	27	33	44	32	.....	21	3
80	.....	65	65	65	100	75	6	90	.....
81	3	153	153	153	175	175	13	155	38
82	7	112	112	112	132	97	8	56	6
83	.....	30	30	30	44	44	.....	37	.....
84	10	110	110	111	135	75	7	117	17
85	.....	56	92	92	92	70	.....	48	22
86	2	27	27	27	39	39	2	37	.....
87	5	184	184	190	252	172	13	95	3
88	18	143	150	143	190	150	20	114	36
89	.....	56	56	56	74	74	.....	29	9
90	6	102	102	102	120	82	1	82	.....
91	.....	53	53	54	58	56	.....	55	7
92	3	61	61	66	106	82	8	73	17
93	2	71	72	72	121	96	3	78	.....
94	.....	30	14	30	34	34	.....	31	.....
95	.....	47	47	47	53	29	.....	47	6
96	6	98	99	99	131	131	6	53	19
97	.....	299	.....	428	291	.....	.....	385	5
98	2	183	183	183	217	137	8	182	66
99	4	85	85	85	150	150	13	126	28
100	12	225	286	318	407	407	30	379	159
101	9	256	256	318	379	379	23	357	125
102	.....	286	.....	470	470	360	126	289	125
103	.....	89	89	89	140	93	.....	69	21
104	12	89	89	89	138	96	18	122	40
105	.....	34	34	34	34	34	.....	13	.....
106	7	78	78	78	107	107	10	11	33
107	.....	46	46	46	58	47	.....	23	.....
108	.....	35	35	35	49	35	.....	49	.....
109	.....	55	55	55	72	54	1	65	5
110	11	111	111	111	149	149	21	98	.....
111	4	167	167	167	202	202	8	160	23
112	3	95	95	95	127	127	9	94	11
113	7	71	71	74	106	73	7	52	7
114	1	70	70	70	81	81	5	34	4
115	5	67	50	80	111	110	6	88	17
116	.....	49	49	49	77	54	.....	38	.....
117	24	146	146	146	218	165	25	153	32
1	472	10,650	10,395	11,296	14,628	11,856	956	10,196	1,700
2	680	12,154	11,555	12,780	15,672	11,991	1,164	12,610	3,342
3	1,152	22,804	21,950	24,076	30,300	23,847	2,120	22,806	5,042
4	1,215	21,733	21,490	23,858	28,947	25,252	1,954	21,009	4,911
5	.....	1,071	460	218	1,353	.....	166	1,797	131
6	63	.....	.....	.....	.....	1,405	.....	.....	.....
7	3.41	67.57	65.04	71.34	89.79	70.66	6.28	67.58	14.94

COLLEGIATE INSTITUTES
II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the

High Schools—Concluded	Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
67 North Bay	122	.....	49	49	72	96	.....
68 Norwood	67	.....	62	62	57	87	.....
69 Oakville	92	.....	60	60	65	92	.....
70 Omemee	30	.....	23	23	37	37	.....
71 Orangeville	194	5	143	143	147	197	4
72 Oshawa	129	1	98	98	56	128	2
73 Paris	96	4	82	82	56	129	5
74 Parkhill	116	.....	93	93	53	121	8
75 Pembroke	104	2	75	75	88	97	.....
76 Penetanguishene	59	.....	56	56	55	80	.....
77 Petrolea	109	1	90	89	76	140	4
78 Plantagenet	30	.....	41	41	31	40	.....
79 Port Dover	27	.....	32	32	15	15	.....
80 Port Elgin	92	.....	65	65	29	35	.....
81 Port Hope	167	.....	78	78	77	177	2
82 Port Perry	104	4	119	119	73	133	2
83 Port Rowan	39	.....	30	30	26	44	.....
84 Prescott	122	.....	111	111	45	110	.....
85 Richmond Hill	65	.....	48	48	80	80	.....
86 Rockland	23	.....	27	27	37	39	.....
87 Sault Ste. Marie	220	.....	227	227	174	227	5
88 Simcoe	140	2	10	110	140	160	10
89 Smithville	49	1	44	44	37	71	.....
90 Stirling	116	.....	108	108	82	120	6
91 Streetsville	50	.....	48	48	46	60	.....
92 Sudbury	83	.....	35	35	65	73	14
93 Sydenham	80	.....	74	74	85	121	2
94 Thorndale	32	.....	4	30	24	24	.....
95 Thorold	39	.....	28	28	28	48	.....
96 Tillsonburg	98	.....	104	104	51	128	3
97 Toronto, Commerce and Finance	.....	.....	.....	.....	40	412	.....
98 Toronto, Malvern Ave	198	2	189	189	135	215	3
99 Toronto, North	140	.....	69	69	144	144	4
100 Toronto, Oakwood	347	12	259	259	134	343	1
101 Toronto, Riverdale	346	12	214	214	282	369	7
102 Toronto, Technical	.....	.....	.....	.....	420	420	.....
103 Trenton	99	.....	68	68	46	137	.....
104 Uxbridge	132	.....	101	101	102	135	.....
105 Vienna	15	.....	34	34	11	34	.....
106 Walkerton	69	.....	46	46	42	82	5
107 Wardsville	41	.....	46	46	43	61	.....
108 Waterdown	49	.....	35	35	26	49	.....
109 Waterford	60	.....	55	55	72	72	.....
110 Watford	128	.....	100	100	111	111	10
111 Welland	144	3	160	160	54	195	2
112 Weston	110	4	94	94	41	123	2
113 Whitby	78	2	78	78	73	111	7
114 Wiarton	76	.....	71	71	31	81	1
115 Williamstown	105	4	72	72	86	110	5
116 Winchester	40	.....	49	49	54	77	.....
117 Wingham	185	5	165	165	114	218	24
1 Totals, High Schools	11,485	127	9,258	9,383	8,805	13,736	359
2 Totals, Collegiate Institutes	12,835	475	7,858	7,903	7,776	12,920	336
3 Grand Totals, 1913	24,320	602	17,116	17,286	16,581	26,656	695
4 Grand Totals, 1912	23,508	611	16,666	17,070	16,418	24,984	662
5 Increases	812	.....	450	216	163	1,672	33
6 Decreases	.....	9	.....	.....	.....	.....	.....
7 Percentages	72.06	1.78	50.72	51.22	49.13	78.99	2.05

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Various Subjects—Concluded							Special Courses			
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
67	76	90	22	22	90	156	.....	.....	.....	.....	.....
68	62	30	.....	.....	62	87	.....	.....	.....	.....	2
69	36	15	9	9	65	101	15	.....	.....	.....	1
70	23	.....	.....	.....	23	36	.....	.....	.....	.....	.....
71	85	106	.....	.....	112	210	.....	.....	.....	.....	.....
72	128	117	62	62	96	204	62	.....	.....	.....	9
73	60	40	21	25	93	134	.....	.....	.....	.....	.....
74	93	93	.....	.....	92	121	.....	.....	.....	.....	.....
75	115	64	34	38	54	174	.....	.....	.....	.....	.....
76	56	31	27	29	56	80	6	.....	.....	.....	.....
77	87	87	.....	.....	87	140	.....	.....	.....	.....	.....
78	48	41	.....	.....	40	58	.....	.....	.....	.....	.....
79	20	20	.....	.....	32	30	.....	.....	.....	.....	.....
80	65	65	23	18	65	100	5	.....	.....	.....	.....
81	153	111	65	71	126	240	65	20	.....	.....	.....
82	112	77	.....	.....	112	125	.....	.....	.....	.....	.....
83	30	18	.....	.....	30	44	.....	.....	.....	.....	.....
84	89	60	19	22	98	139	.....	.....	.....	.....	.....
85	56	60	.....	.....	45	92	.....	.....	.....	.....	.....
86	27	20	.....	.....	27	39	.....	.....	.....	.....	.....
87	190	160	31	31	227	265	.....	.....	112	139	15
88	143	140	15	40	140	215	.....	.....	.....	.....	18
89	56	39	10	.....	61	74	.....	.....	.....	.....	.....
90	38	73	.....	.....	102	125	.....	.....	.....	.....	2
91	54	39	8	14	56	68	.....	.....	.....	.....	2
92	70	39	18	13	49	106	.....	.....	.....	.....	.....
93	26	52	.....	.....	72	72	.....	.....	.....	.....	.....
94	14	14	.....	.....	30	34	.....	.....	.....	.....	.....
95	33	24	19	19	25	53	.....	.....	.....	24	.....
96	68	68	4	4	99	133	4	.....	.....	.....	.....
97	450	450	450	261	65	.....	450	.....	.....	.....	.....
98	154	154	.....	.....	154	220	.....	.....	.....	.....	.....
99	80	80	.....	.....	80	.....	.....	.....	.....	.....	.....
100	195	88	.....	.....	241	409	.....	.....	95	177	12
101	196	199	.....	.....	241	382	.....	.....	.....	.....	10
102	.....	.....	.....	.....	42	314	.....	.....	279	470	116
103	89	32	.....	.....	66	143	.....	.....	.....	.....	8
104	89	89	.....	.....	89	140	.....	.....	.....	.....	.....
105	34	34	.....	.....	34	34	.....	.....	.....	.....	11
106	78	47	14	14	62	108	14	.....	.....	.....	.....
107	46	35	.....	.....	45	61	.....	.....	.....	.....	.....
108	35	35	.....	.....	35	49	.....	.....	.....	.....	.....
109	55	55	.....	.....	55	72	.....	.....	.....	.....	.....
110	70	41	.....	4	81	150	.....	.....	.....	.....	.....
111	134	152	.....	.....	167	140	.....	.....	.....	.....	6
112	95	95	.....	.....	95	127	.....	.....	.....	.....	.....
113	71	71	.....	8	81	112	.....	.....	.....	.....	10
114	70	68	.....	.....	68	82	.....	.....	.....	.....	2
115	67	67	.....	.....	80	110	.....	.....	.....	.....	5
116	49	49	.....	.....	49	.....	.....	.....	.....	.....	.....
117	146	146	.....	.....	146	228	.....	.....	.....	.....	8
1	9,352	8,135	1,274	1,236	9,329	13,825	843	232	504	1,066	323
2	9,643	6,888	2,467	2,119	8,404	17,329	2,045	188	1,940	2,131	312
3	18,995	15,023	3,741	3,355	17,733	31,154	2,888	420	2,444	3,197	635
4	18,376	16,533	3,682	3,115	17,387	29,107	2,213	120	2,101	2,525	520
5	619	.....	59	240	346	2,047	675	300	343	672	115
6	.....	1,510	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	56.29	44.52	11.08	9.94	52.54	92.32	8.56	1.24	7.24	9.47	1.88

COLLEGIATE INSTITUTES
III. TABLE M—

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of Library	Value of Scientific Apparatus	Value of Biological Specimens
					$	$	$
1 Barrie	B	3½	1	.....	645	823	.....
2 Berlin	B	6 1/10	1	.....	1,525	1,301	65
3 Brantford	B	3½	.....	I	900	1,041	98
4 Brockville	S	3	.....	I	1,013	1,360	59
5 Chatham	B	1½	1	II	1,031	2,167	121
6 Clinton	B	3	.....	II	870	1,059	75
7 Cobourg	B	1	.....	II	1,707	1,512	100
8 Collingwood	B	1¼	1	.....	669	793	31
9 Fort William	B	2½	1	II	1,238	921	83
10 Galt	S	8	.....	.....	1,145	1,530	246
11 Goderich	B	10	.....	II	1,030	696	86
12 Guelph	S	4½	1	.....	1,055	1,789	156
13 Hamilton	B & S	1½	1	I	1,423	2,169	125
14 Ingersoll	B	2	1	II	825	1,103	90
15 Kingston	B	2	1	.....	1,100	1,074	82
16 Lindsay	B	2	1	II	1,610	1,470	229
17 London	B	3	1	.....	1,126	3,473	152
18 Morrisburg	B	11½	1	II	712	1,228	32
19 Napanee	B	2	1	.....	975	880	68
20 Niagara Falls	B	5¾	.....	I	980	1,137	86
21 Orillia	B	2	.....	II	759	962	47
22 Ottawa	S	¾	.....	I	2,466	4,084	470
23 Owen Sound	B	3	1	I	1,573	1,495	40
24 Perth	B	4	1	.....	1,062	995	34
25 Peterborough	B	1½	1	.....	1,093	924	171
26 Picton	B	2¾	.....	I	877	1,157	70
27 Port Arthur	S	3	1	I	972	1,562	53
28 Renfrew	B	2½	1	II	743	717	100
29 Ridgetown	B	1⅗	.....	.....	764	1,241	74
30 St. Catharines	B	1½	.....	II	938	1,361	140
31 St. Mary's	B	1½	.....	.....	71	1,127	43
32 St. Thomas	B	2½	1	II	1,199	2,219	124
33 Sarnia	B	2½	1	II	970	1,325	112
34 Seaforth	B	2¾	.....	.....	883	1,018	54
35 Smith's Falls	B	4½	1	I	593	1,392	103
36 Stratford	B	10	.....	I	1,281	1,355	500
37 Strathroy	B	1¼	.....	II	1,085	1,087	56
38 Toronto, Harbord	B	3½	1	.....	2,183	5,483	1,400
39 Toronto, Humberside	B	6	1	I	1,799	2,597	217
40 Toronto, Jarvis	B	1⅝	1	.....	2,145	4,022	625
41 Toronto, Parkdale	B	1½	1	.....	2,052	3,223	318
42 Vankleek Hill	B	2½	.....	II	743	927	68
43 Windsor	B	2⅓	1	I	1,467	1,359	118
44 Woodstock	B	1	1	.....	1,313	1,692	94
Totals	.....	.....	27	12 I, 15 II	50,610	70,850	7,015
High Schools							
1 Alexandria	B	1⅖	.....	.....	590	531	9
2 Alliston	B	4	.....	.....	370	614	27
3 Almonte	S	2	1	.....	980	451	8
4 Amherstburg	B	1½	.....	.....	166	394	15
5 Arnprior	B	1	1	II	608	548	41
6 Arthur	B	3½	.....	.....	559	781	27
7 Athens	S	2	.....	.....	599	730	35
8 Aurora	B	4½	.....	II	519	593	13

AND HIGH SCHOOLS—Continued
MISCELLANEOUS INFORMATION

General Equipment

	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium Herbarium, etc.	Pictures	Total value of General Equipment
	$	$	$	$	$	$	$	$	$
1	113	51	270	.....	.....	.....	.....	.....	1,902
2	173	64	1,433	1,000	606	125	5	215	6,512
3	419	87	1,002	10,000	366	10	.....	311	14,234
4	160	102	396	2,500	411	.....	23	125	6,149
5	263	58	1,250	2,500	288	.....	.....	150	7,828
6	135	65	225	875	68	22	.....	23	3,417
7	208	88	840	3,000	382	5,074	.....	150	13,061
8	92	55	405	1,200	235	.....	.....	11	3,491
9	128	142	1,320	16,000	357	.....	4	40	20,233
10	171	63	600	1,200	174	662	25	1,025	6,841
11	92	77	400	2,500	264	.....	.....	87	5,232
12	267	52	750	2,800	972	100	75	450	8,466
13	417	75	250	8,000	968	125	.....	557	14,109
14	94	66	280	800	276	.....	.....	139	3,673
15	118	52	300	4,500	465	35	.....	.....	7,726
16	92	71	435	4,000	495	.....	.....	100	8,502
17	391	113	860	1,600	540	.....	.....	500	8,755
18	132	53	363	980	200	150	5	125	3,980
19	96	69	245	850	243	.....	.....	115	3,541
20	114	81	550	10,000	800	.....	.....	.....	13,748
21	113	92	510	1,800	288	.....	.....	78	4,649
22	546	219	1,695	7,000	1,219	.....	300	241	18,240
23	134	70	325	3,000	212	100	.....	50	6,999
24	138	50	200	.....	267	500	.....	112	3,358
25	54	68	648	.....	.....	249	75	224	3,506
26	132	62	600	5,000	261	.....	25	87	8,271
27	303	104	800	15,000	439	143	.....	178	19,554
28	92	62	300	5,000	200	.....	.....	.....	7,214
29	129	60	300	900	262	.....	.....	.....	3,730
30	144	79	585	8,000	364	50	35	47	11,743
31	120	53	150	.....	20	.....	.....	.....	1,584
32	107	81	975	1,518	450	.....	.....	465	7,138
33	100	90	800	1,380	265	.....	.....	100	5,142
34	78	57	325	600	180	.....	.....	.....	3,195
35	88	85	300	7,688	58	.....	.....	.....	10,307
36	171	66	850	2,000	282	500	.....	254	7,259
37	78	56	150	.....	99	.....	.....	80	2,691
38	212	56	.....	10,000	1,006	.....	180	350	20,870
39	140	111	90	.....	578	.....	.....	215	5,747
40	216	103	.....	7,000	250	595	75	135	15,166
41	156	134	.....	1,000	285	.....	.....	277	7,445
42	64	61	360	3,200	47	.....	.....	65	5,535
43	190	94	967	3,000	399	.....	116	100	7,810
44	194	81	965	.....	.....	170	.....	103	4,612
	7,374	3,478	24,069	157,391	15,541	8,610	943	7,284	353,165
1	75	50	.....	.....	.....	.....	.....	.....	1,255
2	50	53	.....	.....	.....	.....	.....	.....	1,114
3	68	75	135	.....	44	.....	.....	20	1,781
4	32	23	150	.....	.....	.....	.....	.....	780
5	74	60	.....	.....	.....	.....	.....	46	1,377
6	69	49	90	.....	101	33	.....	39	1,748
7	64	80	.....	.....	13	.....	.....	100	1,621
8	64	55	.....	.....	.....	.....	.....	300	1,544

COLLEGIATE INSTITUTES
III. TABLE M—

Collegiate Institutes	Value of Manual Training Department Equipment				Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work		
	$	$	$	$	$	$	$	$	$
1 Barrie									
2 Berlin	812	210	400	1,334	1,485	450		30	
3 Brantford	809	494	888	511	700	223			
4 Brockville									100
5 Chatham									
6 Clinton									9
7 Cobourg									
8 Collingwood	897				793				
9 Fort William								227	
10 Galt	1,059	339			1,105	103	22		
11 Goderich									
12 Guelph									
13 Hamilton									25
14 Ingersoll	438	179	83	445	516	65			
15 Kingston									
16 Lindsay								228	
17 London	933				500				
18 Morrisburg								200	
19 Napanee									
20 Niagara Falls									
21 Orillia									
22 Ottawa									75
23 Owen Sound	505	350			731	12			
24 Perth									
25 Peterborough									
26 Picton									
27 Port Arthur	522	240			1,391	483			
28 Renfrew									
29 Ridgetown									
30 St. Catharines									
31 St. Mary's									
32 St. Thomas									
33 Sarnia									
34 Seaforth									
35 Smith's Falls	1,359	364			582				
36 Stratford	600	300	200	400	300				
37 Strathroy									
38 Toronto, Harbord									
39 Toronto, Humberside									
40 Toronto, Jarvis									
41 Toronto, Parkdale									255
42 Vankleek Hill									
43 Windsor									
44 Woodstock	650	350	750	2,350	376		1		
Totals	8,584	2,826	2,321	5,040	8,479	1,336	23	685	464
High Schools									
1 Alexandria									
2 Alliston									
3 Almonte									
4 Amherstburg	371								
5 Arnprior									
6 Arthur									
7 Athens								600	
8 Aurora									

AND HIGH SCHOOLS—Continued
MISCELLANEOUS INFORMATION—Continued

	Total value of Special Equipment as per preceding nine columns	Religious and other Exercises						Destination of Pupils							
		Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
	$														
1	.....	.....	.....	.....	1	.....	.....	3	4	3	17	9	32	8	.....
2	4,721	1	1	.....	1	.....	1	11	1	17	6	5	15	.....	30
3	3,625	.....	1	.....	1	1	1	47	7	11	29	11	7	7	38
4	100	.....	.....	.....	1	.....	1	8	3	6	15	5	14	2	9
5	.....	1	1	.....	1	.....	1	41	14	3	25	5	9	7	16
6	9	1	1	.....	1	.....	1	7	5	.....	15	2	1	8	4
7	.....	1	1	.....	1	.....	.....	14	3	.....	7	4	14	5	9
8	1,690	.....	.....	.....	1	.....	1	7	2	3	7	15	12	4	4
9	227	.....	1	.....	1	.....	1	27	3	4	1	7	5	2	.....
10	2,628	.....	1	.....	1	.....	1	36	8	2	15	9	19	10	10
11	.....	1	.....	.....	1	.....	1	11	8	3	16	1	10	5	11
12	.....	.....	.....	.....	1	.....	1	22	5	1	18	9	8	5	20
13	25	1	1	.....	1	.....	1	72	11	23	47	22	20	2	70
14	1,726	1	.....	.....	1	.....	1	7	8	1	2	2	2	4	11
15	.....	1	1	.....	1	.....	.....	42	15	9	21	7	13	12	13
16	228	.....	.....	.....	1	.....	1	14	2	7	34	1	14	2	14
17	1,433	1	.....	.....	1	1	1	150	20	15	45	25	2	10	11
18	200	1	1	.....	1	.....	1	3	6	4	6	2	3	2	.....
19	.....	1	1	.....	1	.....	1	5	4	4	11	3	12	2	8
20	.....	.....	1	.....	1	.....	1	.....	.....	2	6	12	9	3	4
21	.....	.....	1	.....	1	.....	.....	22	4	2	27	5	6	14	6
22	75	1	.....	.....	1	1	1	50	10	15	20	12	115	6	51
23	1,598	.....	.....	.....	1	.....	1	35	10	8	46	4	12	15	10
24	.....	1	.....	.....	1	.....	1	11	5	1	10	4	18	1	11
25	.....	.....	.....	.....	1	.....	1	31	7	14	13	17	15	25	27
26	.....	.....	.....	.....	1	.....	1	8	15	.....	23	1	24	2	1
27	2,636	1	.....	.....	1	.....	1	11	.....	.....	1	2	9	8	4
28	.....	.....	1	.....	1	1	1	16	8	7	51	6	.....	4	4
29	.....	.....	1	.....	1	.....	.....	8	5	.....	7	2	.....	6	8
30	.....	1	1	.....	1	.....	1	28	4	.....	2	6	54	8	.....
31	.....	1	1	.....	1	.....	1	4	3	1	11	2	20	8	14
32	.....	.....	.....	.....	1	.....	1	59	9	9	19	11	6	11	5
33	.....	.....	.....	.....	1	.....	1	23	2	5	10	18	10	10	11
34	.....	1	.....	.....	1	.....	1	7	.....	7	15	.....	5	1	22
35	2,305	.....	.....	.....	1	.....	.....	20	9	4	13	6	6	1	7
36	1,800	.....	.....	.....	1	.....	1	25	8	20	25	12	30	6	.....
37	.....	1	1	.....	1	.....	1	7	12	1	16	2	7	4	2
38	.....	1	1	.....	1	.....	1	80	.....	10	25	.....	64	15	30
39	.....	1	.....	.....	1	.....	1	10	5	7	11	3	18	9	21
40	.....	1	1	.....	1	.....	.....	72	3	15	18	10	28	5	47
41	255	.....	1	.....	1	.....	1	48	5	8	14	19	53	25	18
42	.....	.....	.....	.....	1	.....	1	7	3	.....	19	.....	4	.....	2
43	.....	.....	.....	.....	1	.....	1	40	5	6	12	14	19	4	17
44	4,477	.....	.....	.....	1	.....	1	22	18	.....	.....	6	7	25	12
	29,758	21	21	.....	44	4	37	1,171	279	258	751	318	751	313	612
1	.....	.....	.....	.....	1	.....	1	1	3	.....	5	.....	5	2	8
2	.....	1	.....	.....	1	.....	.....	3	4	.....	10	1	.....	3	4
3	.....	1	1	.....	1	.....	1	8	5	2	4	2	5	4	3
4	371	1	.....	.....	1	.....	1	3	.....	.....	2	.....	2	3	5
5	.....	.....	.....	.....	1	.....	1	13	3	1	12	1	9	3	4
6	.....	.....	.....	.....	1	.....	1	4	.....	2	10	.....	4	6	.....
7	600	1	.....	.....	1	.....	1	2	2	5	14	.....	5	4	5
8	.....	.....	1	.....	1	.....	.....	6	8	2	4	1	10	.....	3

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
					$	$	$	$
9 Avonmore	B	2	....	.....	191	238	.....	60
10 Aylmer	B	4½	....	II	1,040	1,038	189	243
11 Beamsville	B	....	1	.....	395	530	12	81
12 Belleville	B	1	1	II	715	1,341	129	150
13 Bowmanville	B	3	....	II	572	664	86	78
14 Bradford	B	5	....	II	320	392	.....	62
15 Brampton	B	5	....	II	529	788	75	65
16 Brighton	B	½	1	.....	380	707	84	67
17 Caledonia	B	2	1	.....	563	685	2	80
18 Campbellford	B	¾	1	II	692	843	52	86
19 Carleton Place	S	1	1	.....	855	535	42	67
20 Cayuga	B	1½	1	II	335	401	6	51
21 Chatsworth	B	1	....	.....	269	288	35	49
22 Chesley	B	4	....	.....	402	528	24	175
23 Chesterville	B	3	....	.....	339	372	.....	72
24 Colborne	B	¾	1	II	325	625	56	60
25 Coldwater	B	1¾	1	.....	217	346	.....	32
26 Cornwall	B	2¼	....	II	768	811	55	150
27 Deseronto	B	3	....	II	479	577	41	87
28 Dundalk	B	2	....	.....	172	259	.....	28
29 Dundas	B	....	1	II	706	934	61	85
30 Dunnville	B	4	1	II	498	812	50	70
31 Durham	B	1	....	.....	422	476	50	50
32 Dutton	B	1	....	.....	362	601	30	52
33 Elora	S	½	1	.....	302	391	1,000	50
34 Essex	B	3¼	....	II	438	758	91	73
35 Fergus	S	⅖	1	II	608	527	45	66
36 Flesherton	B	1½	....	.....	300	335	27	50
37 Forest	B	2	....	.....	497	494	32	95
38 Gananoque	B	1	1	II	750	634	16	79
39 Georgetown	B	4½	....	II	448	616	143	70
40 Glencoe	B	2	....	.....	523	505	65	61
41 Gravenhurst	B	7	....	II	346	392	7	51
42 Grimsby	B	2	1	II	274	399	7	60
43 Hagersville	B	3¾	....	.....	439	630	51	82
44 Haileybury	B	5	....	II	545	1,033	74	60
45 Harriston	B	4	1	II	449	436	55	51
46 Hawkesbury	B	1½	1	.....	530	339	12	53
47 Iroquois	B	1	....	.....	818	1,221	.....	138
48 Kemptville	B	2	1	.....	383	759	32	68
49 Kenora	B	2	1	II	402	605	.....	70
50 Kincardine	B	4	1	II	660	801	.....	82
51 Leamington	B	2	....	II	423	693	29	120
52 Listowel	B	2	....	II	337	481	13	79
53 Lucan	B	3	....	.....	394	609	37	50
54 Madoc	B	1	....	II	426	766	58	62
55 Markdale	B	....	....	.....	92	263	.....	48
56 Markham	B	2½	....	II	448	750	33	97
57 Meaford	B	4½	....	I	685	1,162	121	110
58 Midland	B	6½	....	II	526	747	78	68
59 Mitchell	B	⅔	....	II	429	648	52	174
60 Morewood	B	3	....	II	359	340	25	72
61 Mount Forest	B	2½	1	II	519	624	9	71
62 Newburgh	S	1½	1	.....	577	426	.....	75
63 Newcastle	B	2	1	.....	396	369	42	59
64 Newmarket	B	2	....	I	431	679	25	89
65 Niagara	B	½	....	.....	322	235	.....	72
66 Niagara Falls South	B	2	....	II	308	430	52	61
67 North Bay	B	2½	....	II	337	962	23	164
68 Norwood	B	8	1	II	423	545	63	81

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$			
9	35	.....	.....	.....	.....	....	.....	524	.....	.....	.....	.....
10	85	140	680	105	.....	....	200	3,720	.....	.....	.....	.....
11	36	.....	.....	12	.....	....	7	1,073	.....	.....	.....	.....
12	52	250	.....	.....	.....	....	8	2,645	.....	.....	.....	.....
13	53	.....	.....	15	85	....	365	1,918	.....	.....	.....	.....
14	56	25	.....	21	150	....	25	1,051	.....	.....	.....	.....
15	76	.....	.....	10	25	20	55	1,643	.....	.....	.....	.....
16	54	.....	.....	.....	.....	....	.....	1,292	.....	.....	.....	.....
17	74	.....	.....	.....	.....	....	.....	1,404	.....	.....	.....	.....
18	61	.....	.....	22	.....	....	50	1,806	.....	.....	.....	.....
19	51	.....	.....	.....	.....	....	35	1,585	.....	.....	.....	.....
20	67	.....	.....	.....	.....	....	50	910	.....	.....	.....	.....
21	40	.....	.....	.....	.....	....	4	685	.....	.....	.....	.....
22	70	.....	.....	73	10	....	39	1,321	.....	.....	.....	.....
23	63	.....	.....	.....	.....	....	.....	846	.....	.....	.....	.....
24	55	.....	.....	.....	.....	....	.....	1,121	.....	.....	.....	.....
25	27	.....	.....	.....	.....	....	.....	622	.....	.....	.....	.....
26	84	1,070	.....	.....	.....	15	100	3,053	.....	.....	.....	.....
27	51	50	.....	158	25	....	.....	1,468	.....	.....	.....	.....
28	27	.....	.....	.....	.....	....	.....	486	.....	.....	.....	.....
29	70	230	.....	48	.....	3	77	2,214	.....	.....	.....	.....
30	60	160	.....	7	111	....	40	1,808	.....	.....	.....	.....
31	54	.....	.....	.....	.....	....	.....	1,052	.....	.....	.....	.....
32	50	.....	.....	.....	.....	....	19	1,114	.....	.....	.....	.....
33	51	205	.....	2	1,000	....	25	3,026	.....	.....	.....	.....
34	50	.....	.....	53	50	....	100	1,613	500	.....	.....	.....
35	62	.....	.....	20	.....	....	35	1,363	.....	.....	.....	.....
36	52	.....	.....	.....	.....	....	.....	764	.....	.....	.....	.....
37	52	50	.....	12	.....	....	25	1,257	.....	.....	.....	.....
38	60	366	.....	.....	.....	....	380	2,285	.....	.....	.....	.....
39	69	65	.....	35	.....	....	46	1,492	.....	.....	.....	.....
40	49	.....	.....	31	.....	....	30	1,264	.....	.....	.....	.....
41	50	120	.....	10	.....	....	32	1,008	.....	.....	.....	.....
42	50	.....	.....	22	.....	....	74	886	.....	.....	.....	.....
43	52	.....	.....	.....	.....	....	.....	1,254	.....	.....	.....	.....
44	71	.....	.....	.....	.....	....	123	1,906	.....	.....	.....	.....
45	53	.....	.....	12	.....	....	.....	1,056	.....	.....	.....	.....
46	63	.....	.....	.....	.....	....	41	1,038	.....	.....	.....	.....
47	52	150	.....	28	.....	....	.....	2,407	.....	.....	.....	.....
48	55	150	.....	35	.....	....	.....	1,482	.....	.....	.....	.....
49	50	.....	.....	.....	34	....	.....	1,161	.....	.....	.....	.....
50	55	530	800	70	17	....	180	3,195	.....	.....	.....	.....
51	55	.....	.....	47	.....	....	73	1,440	.....	.....	.....	.....
52	55	.....	.....	29	.....	....	30	1,024	.....	.....	.....	.....
53	50	.....	.....	21	.....	....	.....	1,161	.....	.....	.....	.....
54	59	.....	.....	30	.....	12	43	1,456	.....	.....	.....	.....
55	38	.....	.....	.....	.....	....	.....	441	.....	.....	.....	.....
56	49	.....	.....	.....	.....	....	33	1,410	.....	.....	.....	.....
57	67	590	1,404	324	22	....	435	4,920	.....	.....	.....	.....
58	78	.....	.....	11	50	4	150	1,712	.....	.....	.....	.....
59	55	.....	550	204	.....	....	20	2,132	.....	.....	.....	.....
60	50	.....	.....	.....	.....	....	.....	846	.....	.....	.....	.....
61	50	.....	.....	10	.....	....	10	1,293	.....	.....	.....	.....
62	55	.....	.....	.....	.....	....	50	1,183	.....	.....	.....	.....
63	48	.....	.....	.....	.....	....	40	954	.....	.....	.....	.....
64	66	260	.....	69	.....	....	70	1,689	.....	.....	.....	.....
65	23	90	1,425	222	.....	....	.....	2,389	.....	.....	.....	.....
66	62	196	.....	30	.....	....	45	1,184	.....	.....	.....	.....
67	48	300	10,000	179	.....	....	15	12,028	.....	.....	.....	.....
68	57	.....	.....	.....	.....	....	40	1,209	.....	.....	.....	.....

COLLEGIATE INSTITUTES AND
III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
9 Avonmore						
10 Aylmer						
11 Beamsville						
12 Belleville	644					644
13 Bowmanville						
14 Bradford						
15 Brampton						
16 Brighton						
17 Caledonia						
18 Campbellford						
19 Carleton Place						
20 Cayuga						
21 Chatsworth						
22 Chesley						
23 Chesterville						
24 Colborne						
25 Coldwater						
26 Cornwall						
27 Deseronto						
28 Dundalk						
29 Dundas						
30 Dunnville						
31 Durham						
32 Dutton						
33 Elora						
34 Essex				246		746
35 Fergus						
36 Flesherton						
37 Forest						
38 Gananoque						
39 Georgetown						
40 Glencoe						
41 Gravenhurst						
42 Grimsby						
43 Hagersville						
44 Haileybury						
45 Harriston						
46 Hawkesbury						
47 Iroquois						
48 Kemptville						
49 Kenora						
50 Kincardine						
51 Leamington						
52 Listowel						
53 Lucan						
54 Madoc						
55 Markdale						
56 Markham						
57 Meaford						
58 Midland						
59 Mitchell						
60 Morewood						
61 Mount Forest						
62 Newburgh						
63 Newcastle						
64 Newmarket				245	10	255
65 Niagara						
66 Niagara Falls South	499					499
67 North Bay						
68 Norwood				380		380

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Religious and other Exercises						Destination of Pupils							
	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
9	1	1	.....	1	.....	.....	1	1	2	.....	.....	.....	.....	1
10	.....	1	.....	1	.....	1	4	17	2	12	4	.....	2	6
11	1	.....	.....	1	.....	1	2	2	.....	1	1	1	5	1
12	.....	1	.....	1	.....	1	11	3	1	17	1	26	4	1
13	.....	1	.....	1	.....	1	3	7	5	10	2	2	5	.....
14	.....	1	.....	1	.....	.....	1	2	1	7	.....	1	4	2
15	.....	.....	.....	1	.....	1	3	5	2	10	4	2	2	6
16	.....	.....	.....	1	.....	1	1	1	1	2	.....	6	.....	1
17	.....	.....	.....	1	.....	1	.....	8	.....	10	2	8	2	5
18	1	.....	.....	1	.....	1	2	5	.....	8	1	6	10	.....
19	.....	.....	.....	1	.....	1	7	11	1	11	5	8	2	12
20	.....	1	.....	1	.....	1	..	2	.....	2	.....	3	6	4
21	1	1	.....	1	.....	.....	.....	2	1	2	1	.....	3	6
22	1	1	.....	1	.....	1	5	5	.....	7	1	4	4	1
23	1	1	1	1	.....	.....	.....	.....	1	8	.....	.....	.....	.....
24	1	.....	.....	1	.....	1	2	2	.....	2	1	1	3	.....
25	.....	1	.....	1	.....	1	1	.....	.....	4	.....	1	1	1
26	1	.....	.....	1	.....	1	14	4	11	19	4	7	4	5
27	.....	.....	.....	1	.....	.....	2	2	.....	3	.....	1	2	4
28	.....	1	.....	1	1	.....	3	3	.....	6	.....	7	3	.....
29	.....	1	.....	1	.....	1	5	1	.....	5	4	4	4	1
30	.....	1	.....	1	.....	1	11	3	10	6	1	2	2	.....
31	.....	1	.....	1	.....	1	5	2	.....	13	3	10	5	.....
32	.....	1	.....	1	.....	.....	.....	12	.....	14	.....	10	1	5
33	.....	1	.....	1	1	1	4	7	.....	4	1	3	3	.....
34	1	.....	.....	1	.....	1	5	6	6	10	2	5	3	4
35	.....	.....	.....	1	.....	1	10	2	2	14	8	4	.....	.....
36	.....	.....	.....	.....	.....	1	.....	1	.....	10	1	2	1	.....
37	.....	.....	.....	1	.....	1	2	6	1	9	1	.....	8	5
38	1	.....	.....	1	1	.....	11	4	1	7	.....	3	4	7
39	.....	1	.....	1	.....	1	2	5	.....	8	1	16	4	.....
40	.....	.....	.....	1	.....	.....	1	4	2	8	.....	10	1	.....
41	1	1	.....	1	.....	.....	6	3	1	2	4	6	.....	3
42	1	.....	.....	1	.....	1	3	7	2	5	6	2	12	4
43	.....	1	.....	1	1	.....	1	9	.....	1	2	3	2	4
44	.....	.....	.....	1	.....	1	10	.....	2	.....	31	12	6	6
45	.....	.....	.....	1	.....	.....	3	.....	.....	2	2	.....	5	.....
46	1	.....	.....	1	.....	.....	2	.....	.....	2	.....	.....	1	2
47	.....	.....	.....	1	.....	1	3	2	.....	11	.....	1	4	11
48	1	1	.....	1	.....	.....	2	16	2	16	1	9	4	.....
49	.....	1	.....	1	.....	.....	.....	.....	.....	3	4	10	1	.....
50	1	1	.....	1	.....	.....	11	1	1	10	.....	13	2	4
51	.....	.....	.....	1	.....	.....	11	4	6	7	1	16	.....	.....
52	1	.....	.....	1	.....	.....	7	9	1	18	2	10	5	.....
53	.....	1	.....	1	.....	.....	4	20	.....	4	.....	5	6	.....
54	1	1	.....	1	.....	1	4	5	1	8	.....	8	.....	.....
55	.....	1	.....	1	.....	1	4	6	1	3	1	1	1	.....
56	.....	.....	.....	1	.....	1	6	4	1	4	2	3	9	18
57	.....	.....	.....	1	.....	.....	13	7	.....	11	.....	7	1	.....
58	.....	.....	.....	1	.....	1	3	4	2	3	.....	9	2	5
59	1	1	.....	1	.....	1	2	6	.....	10	1	12	3	.....
60	1	1	.....	1	.....	.....	1	3	.....	10	.....	.....	3	.....
61	1	.....	.....	1	.....	1	4	7	.....	7	3	10	7	4
62	1	.....	.....	1	.....	1	3	3	.....	5	.....	7	3	.....
63	1	.....	.....	1	.....	.....	1	.....	.....	.....	1	2	2	3
64	.....	.....	.....	1	.....	.....	10	15	1	7	4	5	5	3
65	.....	.....	1	1	.....	1	1	4	.....	.....	2	1	1	.....
66	.....	.....	.....	1	.....	....	7	7	1	1	.....	.....	2	3
67	.....	.....	.....	1	.....	.....	3	.....	2	5	5	18	5	.....
68	1	.....	.....	1	.....	1	.....	5	.....	3	1	9	4	1

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
69 Oakville	B	4	1	I	471	555	28	220
70 Omemee	B	1⅔	1	.....	322	351	14	58
71 Orangeville	B	4	.....	II	697	1,145	36	86
72 Oshawa	B	3	1	I	479	1,019	99	67
73 Paris	B	4	1	II	504	712	43	107
74 Parkhill	B	3	1	.....	503	785	25	35
75 Pembroke	B	⅜	1	II	405	928	37	106
76 Penetanguishene	B	10	.....	II	419	724	124	72
77 Petrolea	B	1¾	.....	.....	550	700	34	51
78 Plantagenet	B	2	.....	.....	180	245	7	21
79 Port Dover	B	2	1	.....	461	492	4	102
80 Port Elgin	B	¾	.....	.....	376	489	22	111
81 Port Hope	B	1½	.....	II	915	1,029	73	126
82 Port Perry	B	3	1	.....	424	726	.....	58
83 Port Rowan	B	2¼	1	.....	364	410	27	61
84 Prescott	B	1⅛	1	II	376	585	33	109
85 Richmond Hill	B	1	1	II	381	507	84	43
86 Rockland	B	3½	.....	II	356	364	45	62
87 Sault Ste. Marie	B	6	.....	II	685	928	40	60
88 Simcoe	S	8	1	.....	653	848	137	161
89 Smithville	B	1½	.....	.....	334	499	.....	53
90 Stirling	B	2	1	.....	410	491	36	68
91 Streetsville	B	⅘	.....	II	331	373	34	69
92 Sudbury	B	5	.....	II	579	1,624	92	69
93 Sydenham	S	2	.....	II	467	627	50	73
94 Thorndale	B	1½	.....	.....	227	270	.....	87
95 Thorold	B	2	.....	.....	314	567	.....	125
96 Tillsonburg	B	2½	.....	I	426	512	60	226
97 Toronto, Commerce & Finance	B	¼	1	.....	1,096	1,090	.....	30
98 Toronto, Malvern Ave.	B	3	1	II	889	1,625	189	133
99 Toronto, North	B	4	1	.....	307	330	.....	58
100 Toronto, Oakwood	B & S	5	1	II	1,783	3,330	1,173	243
101 Toronto, Riverdale	B & S	4½	1	I	1,339	2,141	421	127
102 Toronto, Technical	B	2½	1	.....	2,259	7,691	.....	159
103 Trenton	B	2½	1	.....	743	627	81	109
104 Uxbridge	B	¾	1	II	450	615	77	131
105 Vienna	B	7	1	.....	503	332	.....	84
106 Walkerton	B	1¼	.....	II	419	587	36	61
107 Wardsville	B	1½	1	.....	301	323	27	59
108 Waterdown	S	3½	1	.....	260	420	.....	58
109 Waterford	B	3	.....	.....	508	550	44	73
110 Watford	B	2	1	II	402	648	35	165
111 Welland	B	2	.....	.....	401	1,054	49	67
112 Weston	B	4	.....	II	377	442	17	92
113 Whitby	B	1	1	.....	734	864	49	100
114 Wiarton	S	2	.....	.....	440	426	6	63
115 Williamstown	B	3	.....	II	320	585	34	73
116 Winchester	B	2	.....	.....	300	267	.....	65
117 Wingham	B	3	.....	II	488	709	29	176
1 Totals, High Schools	.....	.....	52	6 I, 55 II	59,009	84,198	7,022	9,919
2 Totals, Collegiate Institutes	.....	.....	27	12 I, 15 II	50,610	70,850	7,015	7,374
3 Grand Totals, 1913	.....	.....	79	18 I, 70 II	109,619	155,048	14,037	17,293
4 Grand Totals, 1912	.....	.....	78	14 I, 72 II	102,436	144,737	10,582	15,600
5 Increases	.....	.....	1	4 I	7,183	10,311	3,455	1,693
6 Decrease	.....	.....	.....	2 II	.....	.....	.....	.....
7 Percentages	.....	.....	49.07	*	17.01	24.06	2.18	2.68

*11.18 per cent., Grade I; 43.48 per cent., Grade II.

HIGH SCHOOLS—Continued
INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc.	Pictures, etc.	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$	$	$	$
69	58	120	.....	3	.....	....	40	1,495	.....	.....	.....	.....
70	66	.....	.....	.....	.....	....	20	831	.....	.....	.....	.....
71	72	.....	2,500	525	.....	....	27	5,088	.....	.....	.....	.....
72	66	520	.....	73	.....	50	22	2,395	.....	.....	.....	.....
73	56	180	.....	.....	32	....	25	1,659	.....	.....	.....	.....
74	53	350	.....	.....	.....	....	10	1,761	.....	.....	.....	.....
75	73	200	.....	7	.....	....	90	1,846	.....	.....	.....	.....
76	56	180	.....	.....	6	12	84	1,677	.....	.....	.....	.....
77	50	.....	.....	.....	.....	....	20	1,405	.....	.....	.....	.....
78	21	.....	.....	.....	.....	....	.....	474	.....	.....	.....	.....
79	50	100	.....	.....	8	....	.....	1,217	.....	.....	.....	.....
80	54	180	.....	8	.....	20	.....	1,260	.....	.....	.....	.....
81	53	495	.....	39	.....	....	60	2,790	.....	.....	.....	.....
82	56	.....	.....	30	.....	....	.....	1,294	.....	.....	.....	.....
83	46	.....	200	50	.....	....	15	1,173	.....	.....	.....	.....
84	54	303	.....	43	.....	13	40	1,556	.....	.....	.....	.....
85	67	65	.....	19	.....	....	.....	1,166	.....	.....	.....	.....
86	53	.....	.....	.....	.....	....	.....	880	.....	.....	.....	.....
87	75	310	.....	12	.....	....	85	2,195	325	270	212	2,991
88	65	150	.....	30	75	....	.....	2,119	.....	.....	.....	.....
89	50	.....	.....	.....	20	....	.....	956	.....	.....	.....	.....
90	56	.....	.....	17	.....	8	40	1,126	.....	.....	.....	.....
91	50	180	.....	.....	.....	....	20	1,057	.....	.....	.....	.....
92	64	100	2,500	93	.....	....	40	5,161	.....	.....	.....	.....
93	62	.....	.....	26	.....	....	28	1,333	.....	.....	.....	.....
94	35	.....	.....	.....	.....	....	10	629	.....	.....	.....	.....
95	50	180	.....	.....	.....	....	.....	1,236	.....	.....	.....	.....
96	76	150	.....	35	150	8	73	1,716	.....	.....	.....	.....
97	49	.....	.....	.....	192	....	.....	2,457	.....	.....	.....	.....
98	105	.....	5,000	121	.....	....	50	8,112	.....	.....	.....	.....
99	58	.....	.....	.....	.....	....	.....	753	.....	.....	.....	.....
100	106	130	10,000	452	.....	....	264	17,481	1,077	368	.....	.....
101	92	.....	62,000	40	300	50	84	66,594	.....	.....	.....	.....
102	2,149	*2,986	.....	.....	.....	....	.....	15,244	.....	†6,273	.....	.....
103	53	.....	.....	.....	.....	....	.....	1,613	.....	.....	.....	.....
104	77	.....	.....	.....	.....	....	.....	1,350	.....	.....	.....	.....
105	57	.....	.....	8	.....	....	8	992	.....	.....	.....	.....
106	68	180	.....	7	.....	1	.....	1,359	.....	.....	.....	.....
107	51	.....	.....	5	.....	....	5	771	.....	.....	.....	.....
108	50	.....	.....	.....	.....	....	2	790	.....	.....	.....	.....
109	53	.....	.....	8	.....	....	30	1,266	.....	.....	.....	.....
110	50	.....	.....	.....	.....	....	10	1,310	.....	.....	.....	.....
111	83	.....	.....	.....	.....	....	.....	1,654	.....	.....	.....	.....
112	52	.....	.....	.....	.....	3	.....	983	.....	.....	.....	.....
113	54	75	850	73	.....	....	.....	2,799	.....	.....	.....	.....
114	56	.....	.....	25	.....	....	46	1,062	.....	.....	.....	.....
115	50	.....	.....	107	.....	....	100	1,269	.....	.....	.....	.....
116	35	.....	.....	.....	.....	....	.....	667	.....	.....	.....	.....
117	58	.....	.....	74	41	....	39	1,614	.....	.....	.....	.....
1	8,750	12,506	97,909	4,065	2,436	219	5,111	291,144	2,273	6,911	212	2,991
2	3,478	24,069	157,391	15,541	8,610	943	7,284	353,165	8,584	2,826	2,321	5,040
3	12,228	36,575	255,300	19,606	11,046	1162	12,395	644,309	10,857	9,737	2,533	8,031
4	10,772	30,195	180,665	15,986	10,999	1065	9,726	532,763	9,837	2,256	2,473	7,735
5	1,456	6,380	74,635	3,620	47	97	2,669	111,546	1,020	7,481	60	296
6	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....
7	1.90	5.68	39.62	3.04	1.71	.18	1.92	.....	20.26	18.17	4.73	14.98

* Printing Equipment. † Manual Training Department Equipment.

COLLEGIATE INSTITUTES

III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
69 Oakville						
70 Omemee						
71 Orangeville				702		702
72 Oshawa						
73 Paris				903		903
74 Parkhill						
75 Pembroke						
76 Penetanguishene						
77 Petrolea				898		898
78 Plantagenet						
79 Port Dover						
80 Port Elgin						
81 Port Hope				1,727		1,727
82 Port Perry						
83 Port Rowan						
84 Prescott						
85 Richmond Hill						
86 Rockland						
87 Sault Ste. Marie	884	40		370		5,092
88 Simcoe				250		250
89 Smithville						
90 Stirling						
91 Streetsville						
92 Sudbury						
93 Sydenham						
94 Thorndale						
95 Thorold						
96 Tillsonburg						
97 Toronto, Commerce and Finance						
98 Toronto, Malvern Ave						
99 Toronto, North						
100 Toronto, Oakwood	273					1,718
101 Toronto, Riverdale						
102 Toronto, Technical		‡1,544				7,817
103 Trenton						
104 Uxbridge						
105 Vienna						
106 Walkerton				714		714
107 Wardsville						
108 Waterdown						
109 Waterford						
110 Watford						
111 Welland						
112 Weston						
113 Whitby				520		520
114 Wiarton						
115 Williamstown						
116 Winchester						
117 Wingham						
1 Totals, High Schools	2,300	1,584		7,555	10	23,836
2 Totals, Collegiate Institutes	8,479	1,336	23	685	464	29,758
3 Grand Totals, 1913	10,779	2,920	23	8,240	474	53,594
4 Grand Totals, 1912	10,063	910	28	8,751	1,825	43,878
5 Increases	716	2,010				9,716
6 Decreases			5	511	1,351	
7 Percentages	20.11	5.45	.04	15.37	.88	

‡ Household Science Department Equipment.

AND HIGH SCHOOLS—Concluded
INFORMATION—Concluded

	Religious and other Exercises						Destination of Pupils							
	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
69	.....	1	.....	1	.....	.....	7	2	2	3	.....	5	2	5
70	.....	.....	.....	1	.....	1	.....	1	.....	6	.....	.....	1	.....
71	.....	.....	.....	1	.....	1	10	8	2	9	2	4	9	3
72	.....	.....	.....	1	.....	1	20	8	1	9	2	6	7	8
73	1	1	.....	1	1	1	6	2	.....	4	4	.....	6	2
74	.....	1	.....	1	.....	.....	4	3	1	1	1	7	5	.....
75	.....	.....	.....	1	1	1	13	4	2	13	2	1	2	11
76	.....	.....	.....	1	.....	1	3	4	.....	4	.....	6	5	8
77	1	1	1	1	.....	.....	11	2	.....	7	1	5	2	6
78	.....	.....	.....	1	.....	.....	1	3	.....	3	4	2	1	2
79	.....	.....	.....	1	.....	.....	2	1	.....	2	.....	2	7	1
80	.....	.....	.....	1	.....	1	4	3	.....	11	.....	7	1	.....
81	.....	.....	.....	1	.....	1	14	29	4	11	7	1	1	10
82	.....	.....	.....	1	.....	1	4	12	1	7	.....	2	3	1
83	1	.....	.....	1	.....	.....	2	3	.....	4	1	.....	8	2
84	.....	.....	.....	1	.....	1	7	2	.....	6	1	6	4	6
85	.....	1	.....	1	.....	1	6	2	.....	5	3	3	8	2
86	.....	.....	.....	1	.....	.....	1	3	.....	3	.....	7	.....	.....
87	.....	.....	.....	1	.....	1	15	.....	11	13	10	6	5	4
88	1	1	.....	1	.....	1	12	5	6	12	2	1	7	4
89	.....	1	.....	1	1	1	3	7	2	5	.....	1	12	6
90	1	1	.....	1	1	.....	6	1	2	16	2	7	2	.....
91	1	.....	.....	1	.....	1	2	7	.....	6	.....	.....	1	1
92	.....	.....	.....	1	.....	1	7	1	6	5	4	3	5	4
93	.....	1	.....	1	.....	1	.....	4	1	15	.....	8	4	2
94	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	1	.....	.....	2	.....	.....	1	.....	2	2	3
96	.....	1	.....	1	.....	.....	11	5	.....	3	.....	.....	4	10
97	.....	.....	.....	1	.....	1	88	.....	.....	.....	.....	15	3	7
98	1	1	.....	1	.....	1	12	7	2	5	5	2	3	2
99	.....	1	.....	1	.....	1	21	3	6	7	.....	3	.....	.....
100	1	1	.....	1	.....	1	19	.....	7	8	3	6	12	12
101	.....	1	.....	1	1	1	34	1	5	21	.....	4	15	18
102	.....	.....	.....	1	.....	1	60	.....	.....	.....	20	30	.....	321
103	1	.....	.....	1	.....	1	4	.....	1	13	5	2	6	9
104	1	.....	.....	1	1	1	5	2	3	9	2	6	1	3
105	.....	.....	.....	1	1	1	1	1	.....	1	.....	2	1	1
106	1	1	.....	.....	.....	.....	2	4	3	9	1	9	3	1
107	.....	.....	.....	1	.....	.....	4	5	1	3	.....	3	1	5
108	.....	.....	.....	1	.....	.....	3	.....	.....	.....	1	1	3	2
109	.....	1	.....	1	.....	1	4	9	.....	2	.....	6	3	.....
110	.....	1	.....	1	.....	1	3	9	1	8	.....	1	4	2
111	1	1	.....	1	.....	.....	11	5	5	7	3	2	25	12
112	1	1	.....	1	.....	1	2	2	1	4	1	2	3	12
113	1	1	.....	1	.....	1	9	13	3	7	3	2	4	.....
114	1	1	.....	1	.....	1	1	.....	.....	4	.....	7	2	8
115	.....	.....	.....	1	.....	1	1	2	1	3	.....	5	1	4
116	.....	1	.....	1	.....	.....	4	.....	.....	.....	.....	.....	3	.....
117	.....	1	.....	1	.....	1	10	6	.....	16	4	6	9	7
1	42	53	3	115	11	75	754	498	166	779	221	578	435	708
2	21	21	.....	44	4	37	1,171	279	258	751	318	751	313	612
3	63	74	3	159	15	112	1,925	777	424	1,530	539	1,329	748	1,320
4	57	60	.....	145	16	100	2,178	855	370	1,490	531	1,872	.....	1,628
5	6	14	.....	14	.....	12	.....	.....	54	40	8	.....	.....	.....
6	.....	.....	.....	.....	1	.....	253	78	.....	.....	.....	543	.....	308
7	39.13	45.96	1.86	98.76	9.31	69.56	22.40	9.04	4.93	17.81	6.27	15.47	8.71	15.36

TABLE N—PROTESTANT SEPARATE SCHOOLS

	No. 1 Grattan	No. 2 Hagarty	No. 1 Tilbury, North	L'Original, Village	Penetanguishene, Town	Totals
Number of Schools	1	1	1	1	1	5
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1912	600 44	17 50	51 21	142 57	125 56	937 28
Government grants	121 30	108 00	123 26	8 00	100 32	460 88
Municipal grants	12 58	164 52	309 46	.....	.....	486 56
Municipal assessments	552 80	600 00	59 48	479 95	6,739 91	8,432 14
Other sources	.....	.....	2 78	2 56	8 15	13 49
Totals	1,287 12	890 02	546 19	633 08	6,973 94	10,330 35
Expenditure:						
Teachers' salaries	520 74	451 00	439 64	450 00	3,235 50	5,096 88
School sites and buildings	70 70	187 50	.....	.....	.....	258 20
Libraries, maps, apparatus, etc.	.....	.....	.....	.....	145 30	145 30
Other expenses	80 14	56 05	96 84	43 57	3,219 39	3,495 99
Totals	671 58	694 55	536 48	493 57	6,600 19	8,996 37
Balances on hand	615 54	195 47	9 71	139 51	373 75	1,333 98
Teachers:						
Male	.....	.....	.....	.....	1	1
Female	1	1	1	1	5	9
Certificates	III	Temp.	Temp.	Temp.	1 I; 5 II	1 I; 5 II; 1 III; 3 Temp.
Salaries	$525	$500	$450	$450	Male: $1,000 Female: $560	1 male: $1,000 Av. female: $525
Pupils:						
Total number attending	32	54	18	24	291	419
Boys	14	26	6	16	162	224
Girls	18	28	12	8	129	195
Average attendance	17	28	10	12	206	273
No. in Primer	7	21	7	6	55	96
" 1st Book	2	4	3	1	57	67
" 2nd "	7	16	1	4	75	103
" 3rd "	9	8	4	4	57	82
" 4th "	5	5	3	9	47	69
" beyond 4th Book	2	.....	.....	.....	.....	2
" in Art	32	54	18	24	291	419
" Geography	32	54	8	18	291	403
" Music	.....	54	.....	24	291	369
" Literature	32	54	11	18	291	406
" Composition	32	54	11	24	291	412
" Grammar	7	5	7	9	47	75
" English History	23	29	3	13	104	172
" Canadian History	23	29	7	13	179	251
" Physiology & Hygiene	32	54	18	17	291	412
" Nature Study	32	54	18	24	291	419
" Physical Culture	32	54	.....	24	291	401
" Bookkeeping	2	.....	.....	.....	.....	2
" Arith. & Mensuration	2	.....	.....	.....	.....	2
" Algebra	2	.....	.....	.....	.....	2
" Geometry	2	.....	.....	.....	.....	2
" Manual Training	.....	.....	.....	.....	187	187
Brick or frame school house	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 2 Fr.
Number of maps	8	7	10	8	20	53
Number of globes	1	1	1	1	1	5

TABLE O—REPORT ON KINDERGARTENS

Municipality	Number of Kindergartens	Number of Teachers	Head Directors	Assistants	Average Salary, Head Directors	Average Salary, Assistants	Number of Pupils in attendance	Average daily attendance	Charges per year for tuition
					$	$			$ c.
Cities:									
Berlin	7	7	7	.....	614	.....	330	243	.....
Brantford	6	12	6	6	475	333	710	243	1 00
Chatham	3	4	3	1	583	350	337	128	.....
Fort William	5	10	5	5	820	400	345	211	.....
Guelph	3	3	3	.....	567	.....	216	96	.....
Hamilton	16	21	16	5	631	390	2,245	835	1 00
Kingston	4	4	4	.....	494	.....	327	129	50
London	16	25	16	9	716	528	1,271	535	.....
Ottawa	18	35	18	17	680	509	1,918	684	.....
Peterborough	5	6	5	1	625	400	435	152	1 00
Port Arthur	3	6	3	3	750	442	204	74	.....
St. Catharines	4	4	4	.....	543	.....	346	139	.....
St. Thomas	4	12	5	7	640	536	363	155	.....
*Sault Ste. Marie	2	2	2	.....	550	.....	160	34	.....
Stratford	7	7	7	.....	419	.....	483	165	.....
Toronto	72	188	72	116	698	488	11,144	3,818	.....
Towns:									
Aylmer	1	2	1	1	450	225	104	45	1 00
Barrie	1	1	1	.....	550	.....	79	31	.....
*Campbellford	1	1	1	.....	500	.....	50	15	.....
Cobourg	1	2	1	1	525	250	130	46	.....
Collingwood	2	2	2	.....	425	.....	130	60	.....
Dundas	1	1	1	.....	550	.....	115	46	.....
Galt	2	4	2	2	650	462	162	119	.....
Goderich	1	1	1	.....	500	.....	79	30	.....
Hespeler	1	1	1	.....	500	.....	96	32	.....
Ingersoll	2	2	2	.....	475	.....	86	58	.....
North Bay	1	2	1	1	600	550	37	26	.....
Owen Sound	4	5	4	1	447	250	225	140	.....
Paris	1	1	1	.....	400	.....	102	34	1 00
Pembroke	1	2	1	1	550	250	68	46	.....
Picton	1	1	1	.....	500	.....	90	37	.....
Preston	1	1	1	.....	600	.....	150	67	.....
Seaforth	1	1	1	.....	445	.....	64	28	1 00
Simcoe	1	1	1	.....	400	.....	105	28	.....
Tillsonburg	1	1	1	.....	450	.....	111	42	.....
Walkerville	1	2	1	1	725	300	141	49	.....
Waterloo	2	2	2	.....	587	.....	68	46	.....
Welland	3	3	3	.....	600	.....	200	66	.....
Rural:									
*No. 3 Brantford	1	1	1	.....	475	.....	63	17	.....
Totals, 1913	207	386	208	178	635	475	23,289	8,749	.....
Totals, 1912	204	371	204	167	580	410	21,562	8,103	.....
Increases	3	15	4	11	55	65	1,727	646	.....

*Opened in September.

TABLE P—REPORT ON NIGHT SCHOOLS

I. Night Public Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
London	1	4	53	27
St. Catharines	1	1	44	7
Toronto	21	46	1,620	661
Waterloo	1	1	32	19
Totals	24	52	1,749	714

II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Collingwood	1	5	77	38
Hamilton	1	6	104	12
London	1	3	32	20
St. Thomas	1	3	41	22
Stratford	1	2	66	37
Toronto	3	44	1,139	333
Totals	8	63	1,459	462

TABLE Q—REPORT ON TRUANCY

Cities	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J. P's	Number of convictions	Number of children reported by Teachers as not attending any school
Belleville	2	276	276	.....	.....	.....
Berlin	1	187	75	.....	.....	2
Brantford	8	2	10	3	.....	.....
Chatham	2	121	121	2	.....	4
Fort William	1	89	73	.....	.....	.....
Guelph	8	97	97	1	1	.....
Hamilton	.....	207	769	75	23	1,546
Kingston	3	98	111	3	.....	11
London	5	10	65	25	25	35
Niagara Falls	5	16	48	1	1	173
Ottawa	8	410	86	5	3	11
Peterborough	4	106	94	6	4	4
Port Arthur	3	.....	17	.....	.....	327
St. Catharines	.....	35	35	.....	.....	35
St. Thomas	2	57	19	2	2	.....
Sault Ste. Marie	3	578	578	3	3	9
Stratford	.....	2	.....	2	2	82
Toronto	.....	8,056	176	153	153	86
Windsor	3	21	39	1	1	1,006
Woodstock	4	15	56	7	7	133

TABLE Q—REPORT ON TRUANCY—Continued

Towns	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Almonte		48	48			
Arnprior		40	3			
Aylmer		25	1	1	1	25
Barrie		15	15			
Blenheim		4	4			
Blind River			9			15
Bowmanville			12			12
Bracebridge		150	150	1	1	
Brockville		10	10	1		
Campbellford		8	8			1
Carleton Place		4	2			15
Chesley		1	2			
Cobalt			24	3		
Cobourg			9	1	1	9
Cochrane	1	26	26	1		
Collingwood		39	39	1	1	
Copper Cliff		18	4	1	1	
Cornwall		33	33	1	1	
Deseronto			6	2	2	29
Dresden		5	6			2
Dundas		4	4			2
Dunnville		13	13			7
Durham			1			1
Englehart			19			25
Essex						1
Forest	2	8	3			3
Fort Frances		8	2			
Galt	2	12	18	2	2	5
Gananoque		3	12			1
Goderich	4	22	18	2	2	22
Haileybury	3	6	7	3		
Hanover			50			
Hespeler		15	15	2		
Ingersoll		45	40			40
Keewatin			4			
Kenora			24			147
Kincardine			1			1
Kingsville	2	6	6			6
Lindsay		14	14			
Listowel			10			10
Meaford		3				1
Milton		7	4			15
Mitchell		6	6			
Napanee		8	3			
Newmarket		7				
Niagara		1				
North Bay			4			13
Orangeville		1	3	1	1	
Orillia	1	150				
Oshawa		80	80			
Owen Sound	5	19	300	2	2	
Paris	2	7	5			3
Parry Sound		5	5	1		
Pembroke		6	6	4	3	
Petrolea	6	50	15	2		25
Port Hope		2	10	2		10
Prescott		25	25			26
Preston		22	20			

TABLE Q—REPORT ON TRUANCY—Continued

Towns—Continued	Number of children otherwise employed during school hours.	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Renfrew			3			7
Ridgetown		23	16	1		3
St. Mary's		6				4
Sandwich		8	10			
Sarnia		4		2	2	1
Simcoe			12			
Smith's Falls		124	124			
Southampton		35	35			
Strathroy	2	1	3			
Sturgeon Falls		3	3			4
Sudbury		3	3	1		5
Thornbury			5			2
Thorold						6
Tilbury		8	8			
Uxbridge		25	11			
Walkerville		3				
Wallaceburg	4	4	4			7
Waterloo		10	10			
Welland		334		2	2	16
Whitby	1		4	3		7
Wiarton		35	81	3	3	32
Wingham	3	8	8			8
Villages						
Acton		6	6			1
Ailsa Craig		1	1			1
Bayfield			4			
Beamsville		10	10			10
Beaverton		2	2			2
Bobcaygeon	1					1
Bolton		2	2			
Bridgeburg		4	4			
Brighton	10	20	4			20
Burk's Falls		1	1			
Burlington	1	33	33	2		
Caledonia		11	26			3
Cayuga		1				
Cobden	2	2	2			2
Colborne			4			4
Coldwater	2	10	22			
Creemore		2	2			1
Delhi		3	6			6
Dundalk		4	4			
Embro						3
Erin		1				
Exeter			3			3
Fenelon Falls			3			3
Fergus		2	2			
Finch		1	1			
Fort Erie						78
Georgetown		9	9			4
Glencoe	1	4	2			
Grimsby		15				
Havelock		2	2			
Jarvis		2	5			1
Lucan		3	3			

TABLE Q—REPORT ON TRUANCY—Concluded

Villages—Concluded	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Markdale	.....	4	.....	.....	.....	.....
Markham	.....	.....	6	.....	.....	6
Maxville	.....	3	3	.....	.....	.....
Merritton	1	6	3	.....	.....	.....
Millbrook	.....	7	11	1	.....	.....
Milverton	.....	3	1	.....	.....	1
Mimico	.....	11	10	.....	.....	9
Morrisburg	.....	5	.....	.....	.....	.....
Newcastle	1	3	.....	.....	.....	.....
Newburgh	.....	1	1	.....	.....	.....
Newbury	.....	6	6	.....	.....	.....
New Hamburg	1	4	4	.....	.....	1
Norwich	.....	.....	4	1	1	6
Norwood	.....	3	1	.....	.....	3
Oil Springs	.....	4	5	1	1	.....
Point Edward	.....	2	2	.....	.....	.....
Port Carling	.....	.....	2	.....	.....	.....
Port Dover	.....	.....	3	.....	.....	3
Port Elgin	.....	3	3	.....	.....	3
Port Rowan	.....	6	9	.....	.....	2
Port Stanley	.....	28	26	2	2	.....
Shallow Lake	.....	.....	6	.....	.....	6
Shelburne	.....	5	5	.....	.....	.....
South River	.....	6	16	.....	.....	16
Tara	.....	1	3	.....	.....	.....
Tavistock	.....	4	4	.....	.....	.....
Thamesville	.....	4	5	.....	.....	.....
Tottenham	.....	.....	1	.....	.....	.....
Waterford	.....	7	7	.....	.....	.....
Watford	2	2	2	.....	.....	2
Weston	.....	4	.....	.....	.....	4
Winchester	.....	3	5	3	.....	.....
Wyoming	.....	3	3	.....	.....	.....
Townships						
Assiginack	3	10	60	2	1	10
Brantford	3	28	35	.....	.....	17
Burford	.....	20	8	.....	.....	.....
Denbigh, No. 5	.....	.....	1	.....	.....	.....
Oakland	.....	10	10	.....	.....	.....
Oso, No. 9	.....	.....	3	.....	.....	10
Wallace, No. 7	.....	.....	4	1	1	5
Totals	128	12,355	4,684	384	256	4,285

NOTE.—Out of 294 urban municipalities in the Province 71 reported no truants, while 58 did not report at all; the remaining 165 are reported above.

TABLE R—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including Collegiate Institutes), from the year 1867

No.	Subjects compared	1867	1872	1877	1882
1	Population	.....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years up to 1882, five to twenty-one subsequently	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes).	102	104	104	104
4	Continuation Schools	.....	.....	.....	.....
5	Public Schools in operation	4,261	4,490	4,955	5,013
6	Roman Catholic Separate Schools	161	171	185	190
7	Grand total of above schools in operation	4,524	4,765	5,244	5,307
8	Pupils attending High Schools (including Collegiate Institutes and Night High Schools).	5,696	7,968	9,229	12,348
9	Pupils attending Continuation Schools	.....	.....	.....	.....
10	Pupils attending Public Schools (including Kindergarten and Night Public Schools)	382,719	433,256	465,908	445,364
11	Pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
12	Grand total of students and pupils attending High, Continuation, Public, and Separate Schools	407,339	462,630	500,089	483,860
13	Amount paid for the salaries of Public and Separate School teachers	$1,093,517	1,371,594	2,038,099	2,144,449
14	Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	$379,672	835,770	1,035,390	882,526
15	Total amount paid for Public and Separate School purposes	$1,473,189	2,207,364	3,073,489	3,026,975
16	Amount paid for Continuation School teachers' salaries	.....	.....	.....	.....
17	Total amount paid for Continuation School purposes	.....	.....	.....	.....
18	Amount paid for High School (and Collegiate Institute) teachers' salaries	$94,820	141,812	211,607	253,864
19	Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.	$29,361	68,193	132,103	89,856
20	Total amount paid for High School and Collegiate Institute purposes	$124,181	210,005	343,710	343,720
21	Grand total paid for educational purposes as above	$1,597,370	2,417,369	3,417,199	3,370,695
22	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
23	Male Teachers in Public and Separate Schools	2,849	2,626	3,020	3,062
24	Female Teachers in Public and Separate Schools	2,041	2,850	3,448	3,795
25	Continuation School Teachers	.....	.....	.....	.....
26	High School and Collegiate Institute Teachers.	159	239	280	332
27	Number of all teachers, as specified above...	5,049	5,715	6,748	7,189

* Included in Public and Separate School attendances. †Included with

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation and High to 1913, compiled from Returns to the Department of Education

No.	1887	1892	1897	1902	1907	1912	1913
1	.....	2,114,321	.....	2,167,938	.....	‡2,523,358	.....
2	611,212	595,238	590,055	584,512	590,285	609,127	629,190
3	112	128	130	134	143	148	161
4	.....	.....	44	65	107	138	125
5	5,277	5,577	5,574	5,671	5,819	5,939	5,977
6	229	312	340	391	449	513	507
7	5,618	6,017	6,088	6,261	6,518	6,738	6,770
8	17,459	22,837	24,390	24,472	30,331	32,608	35,205
9	.....	.....	*1,618	*2,190	*4,744	6,094	5,544
10	462,839	458,553	453,256	420,094	413,510	429,030	441,472
11	30,373	37,466	41,620	45,964	51,502	61,297	63,809
12	510,671	518,856	519,266	490,530	495,343	529,029	546,030
13	2,458,540	2,752,629	2,886,061	3,198,132	4,389,524	6,109,547	6,648,255
14	1,283,564	1,301,289	1,329,609	1,627,028	3,166,655	5,164,413	5,677,652
15	3,742,104	4,053,918	4,215,670	4,825,160	7,556,179	11,273,960	12,325,907
16	.....	.....	Inc.withNo13	Inc.withNo13	Inc.withNo13	202,875	190,464
17	.....	.....	Inc.withNo15	Inc.withNo15	Inc.withNo15	265,087	271,703
18	327,452	472,029	532,837	547,402	783,782	1,232,537	1,339,372
19	168,160	224,085	183,139	222,278	429,915	720,524	1,331,309
20	495,612	696,114	715,976	769,680	1,213,697	1,953,061	2,670,681
21	4,237,716	4,750,032	4,931,646	5,594,840	8,769,876	13,492,108	15,268,291
22	7,594	8,480	9,128	9,631	10,200	11,128	11,561
23	2,718	2,770	2,784	2,311	1,813	1,511	1,600
24	4,876	5,710	6,344	7,320	8,387	9,617	9,961
25	.....	.....	†44	†86	†140	226	218
26	398	522	579	593	750	917	970
27	7,992	9,002	9,707	10,224	10,950	12,271	12,749

Public and Separate School teachers. ‡Census of 1911.

APPEN-

TEACHERS'

FINANCIAL

Name of Institute	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
1 Algoma, East	98	50 00	.....	24 50
2 Algoma, East (Eastern Division)	42	50 00	.....	.....
3 Brant	122	50 00	50 00	.....
4 Bruce, East	96	50 00	50 00	.....
5 Bruce, West	102	50 00	50 00	12 00
6 Carleton, East	95	25 00	25 00	47 50
7 Carleton, West, and Lanark, East	118	50 00	25 00	59 00
8 Dufferin	105	75 00	50 00	.....
9 Dundas	101	50 00	75 00	51 50
10 Elgin, East	110	50 00	50 00	.....
11 Elgin, West	116	75 00	75 00	61 00
12 Essex, North	53	.....	.....	.....
13 Essex, South	144	50 00	50 00	30 75
14 Frontenac, South	90	25 00	25 00	22 25
15 Frontenac, North, and Addington	45	25 00	.....	11 00
16 Glengarry	98	50 00	25 00	18 50
17 Grey, East	66	50 00	50 00	.....
18 Grey, South	92	25 00	50 00	22 25
19 Grey, West	118	50 00	50 00	28 50
20 Haliburton	48	25 00	25 00	.....
21 Haldimand	92	25 00	25 00	.....
22 Halton	87	25 00	.....	17 75
23 Hastings, Centre	107	50 00	25 00	.....
24 Hastings, North	47	25 00	49 50	.....
25 Hastings, South, and Belleville	111	.....	55 00	.....
26 Huron, East	132	50 00	50 00	.....
27 Huron, West	108	50 00	.....	.....
28 Kenora	31	50 00	.....	.....
29 Kent, East	107	50 00	50 00	28 00
30 Kent, West, and Chatham	120	50 00	50 00	29 75
31 Lambton, East	121	50 00	50 00	12 25
32 Lambton, West	134	50 00	50 00	32 00
33 Lanark, West, and Smith's Falls	120	50 00	50 00	25 35
34 Leeds, East, and Brockville	104	50 00	25 00	35 00
35 Leeds, West	65	50 00	25 00	14 75
36 Leeds No. 3 and Grenville	76	25 00	25 00	.....
37 Lennox and Addington	108	.....	25 00	.....
38 Lincoln	109	.....	50 00	.....
39 Manitoulin, East	20	50 00	.....	.....
40 Manitoulin, West	23	50 00	.....	.....
41 Middlesex, East	116	50 00	100 00	29 00
42 Middlesex, West	101	50 00	100 00	55 00
43 Muskoka	109	50 00	.....	.....
44 Norfolk	101	50 00	.....	.....
45 Northumberland and Durham No. 1	92	25 00	25 00	.....
46 Northumberland and Durham No. 2	79	25 00	25 00	.....
47 Northumberland and Durham No. 3	82	25 00	25 00	.....
48 Ontario, North	78	25 00	25 00	19 50
49 Ontario, South	101	50 00	50 00	.....

DIX B

INSTITUTES

STATEMENT

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	161 99	236 49	9 00	17 00	48 68	74 68	161 81
2	43 82	93 82	8 15	.....	44 70	52 85	40 97
3	114 32	214 32	12 35	1 50	74 15	88 00	126 32
4	240 52	340 52	3 60	13 60	50 75	67 95	272 57
5	266 69	378 69	68 44	.....	80 63	149 07	229 62
6	257 05	354 55	12 00	.....	325 80	337 80	16 75
7	14 89	148 89	15 67	13 95	40 50	70 12	78 77
8	39 35	164 35	27 93	18 50	47 86	94 29	70 06
9	206 16	382 66	23 48	.....	95 10	118 58	264 08
10	316 00	416 00	8 00	.....	49 00	57 00	359 00
11	40 95	251 95	7 85	133 97	44 60	186 42	65 53
12	187 38	187 38	5 78	.....	31 90	37 68	149 70
13	88 71	219 46	79 17	.....	40 90	120 07	99 39
14	42 80	115 05	5 50	12 60	44 00	62 10	52 95
15	.....	36 00	3 53	2 50	21 80	27 83	8 17
16	84 94	178 44	9 36	.....	53 25	62 61	115 83
17	145 79	245 79	5 00	.....	30 00	35 00	210 79
18	266 81	364 06	11 60	60 25	88 70	160 55	203 51
19	122 44	250 94	7 27	20 00	79 50	106 77	144 17
20	148 96	198 96	6 27	2 50	40 00	48 77	150 19
21	343 38	393 38	12 60	6 25	17 65	36 50	356 88
22	104 06	146 81	9 50	66 00	33 50	109 00	37 81
23	171 95	246 95	11 26	25 25	81 29	117 80	129 15
24	116 80	191 30	5 40	.....	26 98	32 38	158 92
25	183 34	238 34	12 29	30 50	94 50	137 29	101 05
26	209 53	309 53	12 25	2 25	37 25	51 75	257 78
27	175 98	225 98	35 25	.....	49 65	84 90	141 08
28	63 07	113 07	9 00	29 50	14 40	52 90	60 17
29	149 98	277 98	11 70	.....	104 40	116 10	161 88
30	217 33	347 08	7 52	.....	91 55	99 07	248 01
31	38 84	151 09	16 05	9 80	51 10	76 95	74 14
32	96 83	228 83	6 05	64 00	39 00	109 05	119 78
33	110 52	235 87	10 00	43 50	34 50	88 00	147 87
34	83 26	193 26	10 00	58 00	40 00	108 00	85 26
35	200 66	290 41	7 91	27 75	71 75	107 41	183 00
36	109 67	159 67	10 90	.....	45 20	56 10	103 57
37	80 67	105 67	13 36	.....	82 80	96 16	9 51
38	126 85	176 85	14 75	.....	72 50	87 25	89 60
39	42 75	92 75	4 85	33 75	8 50	47 10	45 65
40	21 65	71 65	6 27	.....	18 00	24 27	47 38
41	63 40	242 40	68 72	15 25	25 25	109 22	133 18
42	123 31	328 31	41 94	.....	165 65	207 59	120 72
43	108 86	158 86	6 10	.....	16 00	22 10	136 76
44	108 46	158 46	6 50	41 60	17 00	65 10	93 36
45	90 71	140 71	12 80	.....	46 00	58 80	81 91
46	50 66	100 66	15 76	.....	19 70	35 46	62 20
47	119 42	169 42	3 23	.....	46 86	50 09	119 33
48	111 66	181 16	10 00	.....	81 60	91 60	89 56
49	187 73	287 73	10 80	.....	91 15	101 95	185 78

TEACHERS'

FINANCIAL

Name of Institute—Concluded	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
50 Oxford	189	25 00	25 00	27 00
51 Parry Sound, East	62	.....	.....	12 25
52 Parry Sound, West	55	50 00	.....	.....
53 Peel	83	25 00	25 00	.....
54 Perth and Stratford	196	75 00	75 00	98 00
55 Peterborough	89	50 00	50 00	31 50
56 Prescott and Russell	112	50 00	.....	.....
57 Prince Edward	99	25 00	25 00	.....
58 Rainy River	33	.....	.....	.....
59 Renfrew, North	118	50 00	50 00	.....
60 Renfrew, South	128	50 00	50 00	.....
61 Simcoe, East	116	50 00	50 00	.....
62 Simcoe, North	92	50 00	25 00	23 00
63 Simcoe, South-West	75	50 00	25 00	8 75
64 Stormont	115	50 00	50 00	11 25
65 Sudbury	50	50 00	.....	.....
66 Thunder Bay	125	50 00	50 00	.....
67 Timiskaming	105	50 00	.....	42 00
68 Victoria	125	50 00	50 00	38 25
69 Waterloo	225	75 00	75 00	96 25
70 Welland and Niagara Falls	125	50 00	50 00	.....
71 Wellington, North	97	50 00	25 00	21 00
72 Wellington, South	123	50 00	.....	.....
73 Wentworth	95	50 00	50 00	23 75
74 York, North	95	50 00	25 00	21 50
75 York, South	160	50 00	25 00	32 75
76 Ontario Educational Association	982	1,200 00	.....	491 25
Cities				
77 Brantford	65	.....	25 00	.....
78 Guelph	41	25 00	52 34	.....
79 Hamilton	281	75 00	25 00	132 50
80 Kingston	62	25 00	25 00	16 25
81 London	203	50 00	50 00	61 00
82 Ottawa	314	75 00	50 00	120 50
83 Peterborough	83	.....	25 00	41 50
84 St. Catharines	36	25 00	25 00	.....
85 Toronto	1,325	300 00	300 00	591 50
86 Windsor and Walkerville	83	25 00	25 00	18 00
Totals, 1913	10,902	4,950 00	3,081 84	2,646 85
Totals, 1912	9,913	3,800 00	2,100 78	1,961 10
Increases	989	1,150 00	981 06	685 75
Decrease	.....	.....	.....	.....

INSTITUTES—Concluded

STATEMENT—Concluded

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
50	75 97	152 97	7 89	.....	60 40	68 29	84 68
51	90 67	102 92	5 45	.....	24 15	29 60	73 32
52	70 34	120 34	6 96	60 94	41 75	109 65	10 69
53	92 47	142 47	6 75	.....	38 34	45 09	97 38
54	194 48	442 48	11 10	.....	83 55	94 65	347 83
55	47 23	178 73	7 80	63 00	38 65	109 45	69 28
56	6 25	56 25	12 20	.....	32 60	44 80	11 45
57	118 81	168 81	12 10	6 00	38 01	56 11	112 70
58	129 00	129 00	13 50	6 50	81 35	101 35	27 65
59	74 70	174 70	8 75	6 00	34 40	49 15	125 55
60	7 20	107 20	7 10	7 36	17 20	31 66	75 54
61	259 04	359 04	8 00	8 80	179 42	196 22	162 82
62	124 18	222 18	9 00	1 50	38 95	49 45	172 73
63	21 15	104 90	5 75	25 00	47 20	77 95	26 95
64	67 03	178 28	9 40	6 70	142 75	158 85	19 43
65	47 65	97 67	6 50	.....	33 83	40 33	57 32
66	85 21	185 21	17 60	.....	73 30	90 90	94 31
67	52 90	144 90	11 89	.....	61 25	73 14	71 76
68	387 90	526 15	19 18	71 25	116 40	206 83	319 32
69	265 37	511 62	20 48	7 00	162 40	189 88	321 74
70	164 21	264 21	21 73	7 00	84 35	113 08	151 13
71	118 42	214 42	12 80	55 46	33 25	101 51	112 91
72	69 09	119 09	2 83	.....	25 80	28 63	90 46
73	98 42	222 17	16 75	26 00	98 83	139 58	82 59
44	182 19	278 69	42 73	38 25	48 70	129 68	149 01
75	236 12	343 87	106 99	9 25	1 10	117 34	226 53
76	474 88	2,166 13	1,181 33	.....	585 25	1,766 58	399 55
77	140 07	165 07	7 56	.....	108 78	116 34	48 73
78	90 39	167 73	2 77	115 55	23 86	142 18	25 55
79	379 83	612 33	12 75	.....	223 30	236 05	376 28
80	63 72	129 97	4 81	39 27	48 00	92 08	37 89
81	122 76	283 76	6 00	.....	197 80	203 80	79 96
82	3,171 25	3,416 75	80 73	251 50	1,541 75	1,873 98	1,542 77
83	224 83	291 33	6 50	69 67	32 55	108 72	182 61
84	67 95	117 95	0 25	37 89	38 57	76 71	41 24
85	2,311 69	3,503 19	90 88	281 42	798 46	1,170 76	2,332 43
86	38 90	106 90	4 50	.....	19 50	24 00	82 90
	16,573 17	27,251 86	2,542 02	1,951 08	8,109 30	12,602 40	14,649 46
	14,258 82	22,120 70	3,086 73	1,359 24	5,674 92	10,120 89	11,999 81
	2,314 35	5,131 16	.....	591 84	2,434 38	2,481 51	2,649 65
	.....	.....	544 71	.....	.....	.....	.....

APPEN-

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Brant	1	8 Burford	Burford
Bruce, East	2	14 Carrick	Mildmay
Dundas	3	1 Mountain	South Mountain
	4	22 Mountain	Mountain
	5	4 Winchester	Ormond
Elgin, East	6	1 Malahide	Grovesend
	7	1 Southwold	Port Stanley
	8	3 Southwold	Southwold Station
	9	8 Southwold	Shedden
	10	9 Southwold	Shedden
	11	17 Southwold	Lawrence Station
	12	20 Southwold	Iona Station
	13	7 Yarmouth	Sparta
	14	27 Yarmouth	Belmont
Elgin, West	15	10 Aldborough	Clachan
Essex, South	16	Kingsville	Kingsville
Grey, East	17	U. 12 Artemesia and Glenelg	Priceville
	18	3 Euphrasia	Kimberley
Haliburton	19	1 Anson	Minden
Hastings, Centre	20	Marmora	Marmora
Hastings North, Parry Sound South-East, etc.	21	Sundridge	Sundridge
	22	South River	South River
Hastings, South	23	11 Sidney	Frankford
Huron, East	24	7 Howick	Gorrie
	25	5 McKillop	Dublin
Huron, West	26	Hensall	Hensall
	27	U. 16 Stephen	Dashwood
	28	7 Hay	Zurich
	29	U. 8 Ashfield	Dungannon
	30	Bayfield	Bayfield
	31	3 Ashfield	Kintail
Kenora, etc	32	Dryden	Dryden
Kent, East	33	13 Chatham	Tupperville
	34	12 Camden	Thamesville
	35	10 Howard	Thamesville
	36	3 and 4 Orford	Duart
	37	5 Orford	Highgate
Lambton, East	38	5 Euphemia	Florence

DIX C

1913-1914

	Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
	Name of Principal and Degree	Professional Certificate	Annual Salary, 1914	No. of Pupils	Average Daily Attendance	A	B	C		
			$						$ c.	$ c.
1	Wm. R. Smillie	II	850	5	4	1	....	....	473 48	152 42
2	John Thomas Kidd	II	1,000	8	4	....	....	1	272 94	95 87
3	Fred. McEwan	II	800	15	9	1	....	....	133 48	94 69
4	Esther Bates	II	700	18	11	1	....	....	548 49	106 10
5	Margaret P. Chester	II	725	5	3	1	....	....	225 11	89 66
6	Mrs. Ethel Irwin	II	600	3	2	....	....	1	92 50	28 71
7	Libbie McLennan	II	650	4	3	....	....	1	92 28	36 30
8	Mrs. M. L. Bailey	II	700	6	4	....	1	....	93 59	51 63
9	Margaret McLennan	II	675	3	2	....	....	1	80 00	38 50
10	Archie Blue	II	750	9	8	1	....	....	127 93	91 60
11	Florence Auckland	II	600	4	2	....	....	1	100 72	30 51
12	Annie Carless	II	550	4	2	....	....	1	102 68	27 41
13	Margaret McKenzie	II	800	7	4	....	1	....	199 13	80 40
14	Emma Cline	II	650	3	2	....	....	1	92 35	36 31
15	Agnes Lamont	II	600	4	2	....	1	....	577 54	61 24
16	W. J. Elliott	I	1,200	14	11	1	....	....	341 45	215 53
17	Wm. J. Robertson	II	700	11	5	1	....	....	198 05	91 18
18	Wm. B. Leslie	I	700	10	7	1	....	....	199 05	99 96
19	Lillian Ord	I	700	8	6	....	1	....	234 52	78 88
20	Chas. S. Haig	II	800	10	6	....	1	....	171 35	128 00
21	D. G. MacDonald	II	750	11	8	1	....	....	143 67	251 18
22	R. H. A. West	I	800	5	4	1	....	....	239 92	294 04
23	John M. Bell	II	1,000	18	15	1	....	....	360 78	130 48
24	Jennie Rands	II	675	4	3	....	1	....	130 90	59 46
25	Frances Givlin	II	430	3	3	....	....	1	61 07	19 01
26	Wm. McKay	II	910	9	8	1	....	....	215 27	165 75
27	Jarvis E. Henry	II	1,000	12	9	1	....	....	352 16	175 74
28	George S. Howard	II	1,000	12	10	1	....	....	173 75	147 68
29	Frederick Ross	II	860	11	8	....	1	....	178 10	97 86
30	Jessie L. Linklater	I	625	8	7	....	1	....	169 03	87 57
31	Elizabeth G. McMillan	II	635	5	3	....	....	1	110 08	33 15
32	John M. Adams	I	1,000	8	7	1	....	....	101 88	391 82
33	Alexander McVean	I	650	3	2	....	....	1	113 75	38 17
34	Lizzie Noack	II	700	2	2	....	....	1	127 50	45 89
35	Oliver Stirling	II	600	4	2	....	....	1	143 14	33 63
36	Annie M. Blue	II	650	5	3	....	1	....	224 16	53 97
37	Janet McLaren	II	625	4	3	....	....	1	86 45	28 70
38	Marion Robb	I	800	15	12	1	....	....	214 64	114 37

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools, the section number and the name of the township are given)	Post Office
Lambton, West	39	Courtright	Courtright
	30	11 Moore	Brigden
	41	Wyoming	Wyoming
Leeds and Grenville, No. 1	42	9 Leeds & Lansdowne Ft.	Lansdowne
Lincoln and Pelham Tp	43	6 Clinton	Campden
	44	2 Clinton and 3 Louth	Vineland
	45	1 Clinton and 2 Louth	Vineland Station
	46	9 Pelham	Fenwick
Manitoulin, etc	47	Massey	Massey
Middlesex, East	48	2 Delaware	Delaware
Norfolk	49	Delhi	Delhi
Northumberland and Durham, No. 1.	50	11 Darlington	Hampton
Ontario North & Parry Sound N. E.	51	4 Brock	Manilla
	52	5 Scott	Zephyr
	53	7 Uxbridge	Goodwood
	54	4 N. Himsworth	Callender
	55	U. 1 McConkey and Wilson.	Loring
	56	1 Nipissing	Nipissing
Ontario, South	57	4 (West) Pickering	Pickering
Oxford, North	58	Embro	Embro
	59	U. 5 and 1 E. Nissouri, etc.	Thamesford
	60	10 E. Zorra	Innerkip
Oxford, South	61	5 Dereham	Mount Elgin
	62	12 Dereham	Brownesville
Peel	63	Bolton	Bolton
Perth, North	64	Milverton	Milverton
	65	4 N. Easthope	Hampstead
	66	U. 6 Logan	Monkton
Prescott and Russell	67	3 Cumberland	Navan
	68	5 Cumberland	Cumberland
	69	1 S. Plantagenet	Riceville
Rainy River and Thunder Bay E	70	Rainy River	Rainy River
	71	1 Schreiber	Schreiber
Renfrew, North	72	7 Westmeath	Beachburg
Simcoe, East	73	Victoria Harbour	Victoria Harbour
	74	12 Tay	Waubaushene
	75	13 Oro	Hawkestone
Simcoe North	76	6 Flos	Phelpston
Simcoe, South-West	77	10 Essa	Angus

1913-1914—Continued

Teachers			Pupils		Grade of Fifth Class				
Name of Principal and Degree	Professional Certificate	Annual Salary, 1914	No. of Pupils	Average Daily Attendance	A	B	C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
39 A. W. Kelly	II	850	3	3	....	1	....	142 88	125 52
40 W. E. Jarrott	II	900	21	17	1	....	....	257 19	142 00
41 Ella F. Sutherland	II	700	12	8	....	1	....	59 23	92 16
42 Maymie Mulvihill			11	8	1	....	....	200 00	91 35
43 Laura Houser	II	600	5	4	....	1	....	96 05	38 80
44 Geo. W. Clark	II	850	11	9	....	1	....	338 62	110 59
45 James B. Russell	II	800	5	3	....	1	....	410 00	114 41
46 Edgar W. Farr	II	800	4	2	....	1	....	144 27	95 20
47 Lloyd A. Eckmier	I	1,000	5	3	1	....	....	509 67	431 44
48 Esther Heatly	II	650	4	2	....	1	....	134 15	51 25
49 C. B. Price	II	875	9	6	1	....	....	330 92	164 72
50 Frank J. Groat	II	600	5	4	....	1	....	153 85	43 83
51 Belle Shannon	II	650	3	2	....	1	....	99 63	52 17
52 Julius Rynard	II	800	5	4	....	1	....	128 75	80 80
53 Erle G. Miller	I	625	5	3	....	1	....	137 23	48 90
54 Campbell T. Smith	II	900	7	6	1	....	....	172 54	282 32
55 A. J. T. Merkley	I	800	3	2	....	1	....	133 52	205 92
56 Evelyn Trenouth	II	750	6	5	....	....	1	126 45	143 80
57 Geo. E. Fierheller	II	800	8	3	1	....	....	149 50	106 54
58 Chas. E. Stuart	II	900	5	4	....	1	....	338 67	142 56
59 Lorne A. Brown	I	750	6	4	1	....	....	298 15	112 93
60 J. H. Fitchett	II	800	6	2	1	....	....	351 53	124 11
61 Minnie S. Molland	I	750	3	2	....	1	....	162 20	92 41
62 Herbert C. Branion	II	775	5	4	1	....	....	197 86	110 73
63 Peter O. Nelson	II	850	16	14	1	....	....	557 52	163 85
64 Randolph Davis	II	900	7	5	1	....	....	318 96	173 47
65 Edna E. Anderson	II	650	4	2	....	1	....	61 80	48 88
66 Milton McGregor	II	750	5	4	....	1	....	102 82	72 02
67 Harvey S. Montgomery	II	800	14	9	1	....	....	106 17	96 23
68 Anna McEwan	II	650	6	5	1	....	....	101 68	56 69
69 Thos. E. Manley	II	800	6	3	....	1	....	63 15	45 59
70 Peter Heinbecker	I	1,300	19	16	1	....	....	418 39	436 54
71 Geo. A. Evans	III	1,300	10	8	1	....	....	116 26	324 72
72 Chas. H. Becker	II	775	12	8	....	1	....	240 58	93 78
73 J. A. Gillespie	II	950	10	6	1	....	....	179 78	174 41
74 Wm. McKaughan	II	900	9	3	1	....	....	170 58	134 46
75 Cora Sharrard	II	600	6	3	....	....	1	117 79	31 98
76 John Hall	II	650	4	3	....	....	1	151 25	41 43
77 John H. Stubbs	II	700	12	9	....	1	....	68 07	62 47

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Sudbury, etc	78	Mattawa	Mattawa
Victoria, West	79	U. 1 Bexley & Somerville	Coboconk
	80	8 Mariposa	Little Britain
Waterloo, North	81	16 Wellesley	Wellesley
Waterloo, South	82	13 Wilmot	Baden
	83	Hespeler	Hespeler
Welland	84	9 Bertie	Stevensville
	85	Fort Erie	Fort Erie
Wellington, South	86	6 Erin	Hillsburg
	87	Macdonald Consolidated	Guelph
Wentworth	88	5 Ancaster	Ancaster
	89	5 Beverly	Troy
	90	1 Saltfleet	Winona
	91	3 Saltfleet	Stoney Creek
York, North	92	Woodbridge	Woodbridge
	93	6 Vaughan	Maple
	94	15 King	Lloydtown
	95	19 King	Nobleton
	96	4 King	Strange
	97	23 King	King
	98	12 Whitchurch	Bethesda
R. C. Separate Schools—			
Inspector Sullivan	99	8 & 5 Maidstone & Sandwich S.	Maidstone
	100	7 Sandwich, South	Maidstone
	101	Wallaceburg	Wallaceburg
Inspector Jones	102	16 Cornwall	St. Andrews West
	103	10 Lancaster	Dalhousie Station, P. Q.
Inspector Finn	104	7 Bromley	Douglas
Totals			

1913-1914—Concluded

Teachers			Pupils		Grade of Fifth Class				
Name of Principal and Degree	Professional Certificate	Annual Salary, 1914	No. of Pupils	Average Daily Attendance	A	B	C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
78 John M. Shoup	II	650	3	3	....	1	....	174 40	178 24
79 Thos. C. Birchard	II	675	8	3	....	1	....	141 81	62 36
80 Chas. H. Lapp	II	750	9	7	....	1	....	135 97	81 42
81 James Kerr	II	800	3	2	....	1	....	113 68	86 01
82 Enoch Eby	II	900	3	2	1	....	....	183 13	135 55
83 James D. Ramsay	II	1,300	10	6	1	....	....	327 93	197 18
84 Irene F. Foster	I	700	5	3	....	1	....	113 08	75 08
85 Albert W. Grant	II	800	4	3	....	1	....	105 23	114 75
86 Ross R. McKay	II	762	3	3	....	1	....	163 00	72 36
87 John A. Macdonald	I	1,200	5	4	1	....	....	436 00	192 18
88 Gordon A. Campbell	II	800	7	5	....	1	....	109 66	79 13
89 John Hay	II	800	4	3	1	....	....	212 37	118 53
90 W. B. Johnston, B.A	II	1,000	19	10	1	....	....	176 60	167 61
91 Lena M. Field	II	750	8	4	1	....	....	181 09	96 21
92 Thos. W. Milliken	II	700	6	4	1	....	....	265 52	123 15
93 Cyrus M. Rowe	II	700	4	3	....	1	....	163 86	70 80
94 Alice Thomson	I	600	3	2	....	1	....	145 35	58 32
95 Elbert T. Vardon	II	700	8	5	....	1	....	149 08	62 99
96 Elizabeth F. Wylie	II	700	3	2	....	....	1	85 00	42 20
97 Walter Rolling	II	700	6	4	....	....	1	174 38	63 01
98 Isaac Pike	II	675	3	2	....	....	1	159 01	52 46
99 Dora Dalton	II	600	5	4	....	1	....	62 44	41 24
100 Nellie Moynihan	II	625	3	2	....	....	1	157 14	40 06
101 Mother M. Stella	II	475	4	3	....	1	....	472 22	76 35
102 Sr. St. Rose Anna	II	400	23	17	1	....	....	421 18	72 69
103 Sr. M. Jerome	I	600	16	10	1	....	....	138 69	73 86
104 Sr. M. Helen	II	500	28	22	1	....	....	443 00	83 80
		*765	790	552	43	41	20	20,761 37	†11,281 89

* Average salary.

† In addition there was paid on equipment, etc., the sum of $317.42 to schools that did not qualify as Fifth Classes in 1913-1914.

APPENDIX D

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE, 1914

Collegiate Institutes	Examined	Passed
Barrie	93	77
Berlin	173	160
Brantford	245	193
Brockville	144	106
Chatham	170	74
Clinton	67	54
Cobourg	83	69
Collingwood	110	75
Fort William	105	90
Galt	182	163
Goderich	90	77
Guelph	119	107
Hamilton	635	535
Ingersoll	91	78
Kingston	218	172
Lindsay	97	88
London	467	417
Morrisburg	34	21
Napanee	97	67
Niagara Falls	75	61
Orillia	120	93
Ottawa	1,182	1,016
Owen Sound	180	127
Perth	123	60
Peterborough	182	151
Picton	94	68
Port Arthur	92	62
Renfrew	115	78
Ridgetown	65	50
St. Catharines	140	122
St. Mary's	99	70
St. Thomas	163	99
Sarnia	141	109
Seaforth	76	64
Smith's Falls	116	77
Stratford	210	178
Strathroy	114	83
Toronto, Harbord St.	187	68
Toronto, Parkdale	124	69
Toronto, Jarvis	96	42
Toronto, Humberside	122	83
Toronto, Malvern Ave.	40	13
Toronto, Oakwood	90	43
Toronto, Riverdale	74	38
Toronto, admitted on Principals' certificate	1,539	1,539
Vankleek Hill	98	65
Windsor	188	163
Woodstock	145	104
Totals	9,210	7,414

High Schools	Examined	Passed
Alexandria	66	46
Alliston	46	22
Almonte	43	24
Amherstburg	65	43
Arnprior	67	59
Arthur	52	29
Athens	72	32
Aurora	40	28
Avonmore	43	22
Aylmer	63	49
Beamsville	54	43
Belleville	102	93
Bowmanville	52	43
Bradford	25	19
Brampton	89	67
Brighton	68	53
Caledonia	46	23
Campbellford	77	45
Carleton Place	53	44
Cayuga	59	41
Chatsworth	45	30
Chesley	63	43
Chesterville	59	41
Colborne	42	30
Coldwater	24	12
Cornwall	140	82
Deseronto	48	38
Dundalk	33	22
Dundas	81	54
Dunnville	72	52
Durham	61	41
Dutton	53	28
Elora	40	28
Essex	92	48
Fergus	73	49
Flesherton	40	25
Forest	50	39
Gananoque	52	27
Georgetown	42	30
Glencoe	61	48
Gravenhurst	35	14
Grimsby	54	39
Hagersville	51	26
Haileybury	48	34
Harriston	27	21
Hawkesbury	33	21
Iroquois	48	38
Kemptville	64	43
Kenora	47	38
Kincardine	95	57
Leamington	67	36
Listowel	90	78
Lucan	75	51
Madoc	50	36
Markdale	36	11
Markham	79	52
Meaford	81	46
Midland	55	40
Mitchell	99	73
Morewood	22	18
Mount Forest	69	51

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE, 1914.—Continued

High Schools.—Concluded	Examined	Passed
Newburgh	66	33
Newcastle	16	14
Newmarket	64	52
Niagara	26	13
Niagara Falls South	62	44
North Bay	112	83
Norwood	48	32
Oakville	68	52
Omemee	32	21
Orangeville	61	37
Oshawa	93	74
Paris	65	48
Parkhill	67	47
Pembroke	101	74
Penetanguishene	35	27
Petrolea	76	60
Plantagenet	49	31
Port Dover	23	15
Port Elgin	46	37
Port Hope	73	59
Port Perry	53	35
Port Rowan	24	10
Prescott	58	42
Richmond Hill	46	32
Rockland	27	20
Sault Ste. Marie	109	75
Simcoe	73	53
Smithville	18	17
Stirling	42	26
Streetsville	24	17
Sudbury	72	44
Sydenham	36	16
Thorold	44	29
Tillsonburg	44	31
Toronto, North	28	11
Trenton	54	49
Uxbridge	64	38
Vienna	16	12
Walkerton	58	42
Wardsville	29	20
Waterdown	50	40
Waterford	50	36
Watford	66	43
Welland	65	46
Weston	74	63
Whitby	61	37
Wiarton	53	28
Williamstown	35	22
Winchester	64	50
Wingham	69	41
Totals	6,267	4,293
Other Places		
Aberfoyle	26	22
Abingdon	13	10
Acton	31	26
Alvinston	60	42
Ameliasburg	21	13
Ancaster	36	25
Angus	17	11
Apsley	7	3
Arkona	24	13

Other Places.—Continued	Examined	Passed
Ashton	4	4
Aultsville	18	6
Ayr	21	18
Ayton	15	8
Bailieboro'	27	21
Bancroft	48	30
Barrie field	33	14
Bath	33	20
Battersea	25	14
Bayfield	14	7
Beachburg	32	26
Beaverton	27	22
Beeton	22	9
Belleville, County Centre	78	59
Belle River	29	7
Belmont	17	10
Bethany	12	10
Billing's Bridge	11	5
Binbrook	15	10
Blackstock	19	13
Blenheim	69	55
Blind River	14	6
Bloomfield	18	15
Blyth	26	21
Bobcaygeon	8	7
Bolton	37	22
Bothwell	18	6
Bowesville	12	9
Bracebridge	105	66
Bridgeburg	20	12
Brigden	22	16
Brownsville	15	14
Bruce Mines	28	17
Brussels	39	31
Burford	47	26
Burgessville	24	19
Burk's Falls	40	27
Burlington	43	33
Burritt's Rapids	7	6
Byng Inlet	10	.....
Caledon	38	13
Cannington	39	28
Cardinal	37	20
Cargill	22	18
Carp	27	21
Castleton	40	8
Cataraqui	32	18
Chapleau	16	9
Chester	16	15
Claremont	26	20
Clifford	22	17
Cobalt	26	18
Cobden	81	49
Coboconk	7	6
Cochrane	16	7
Comber	27	16
Coniston	17	5
Cookstown	30	23
Copper Cliff	18	10
Courtright	32	18
Crediton	34	14
Creemore	23	17
Crosshill	12	11
Cultus	23	9

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE, 1914—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Cumberland	11	6	Kars	5	4
Dalkeith	17	6	Keene	54	36
Dashwood	23	22	Keewatin	17	14
Delhi	38	26	Kenmore	18	11
Delta	63	31	Kilmaurs	16	7
Demorestville	24	19	Kimberley	28	14
Denbigh	13	7	King	8	6
Dickinson's Landing	19	12	Kingsville	33	24
Dixon's Corners	27	19	Kinmount	11	11
Dorchester Station	47	27	Kintail	15	6
Drayton	29	18	Kirkfield	42	28
Dresden	49	43	Kleinburg	10	9
Dromore	18	14	Lanark	78	39
Drumbo	18	11	Lancaster	23	12
Dryden	18	15	Lansdowne	27	13
Dungannon	38	27	Latchford	5	3
Eastview	15	5	Laurel	23	11
Easton's Corners	10	4	Lefroy	37	21
Echo Bay	14	5	Lemonville	13	11
Edgar	14	10	Lion's Head	14	8
Eganville	86	63	Little Britain	19	18
Elmira	34	29	Little Current	16	11
Elmvale	47	28	London East	123	74
Embro	28	18	Loring	3	3
Embrun	8	8	Lucknow	34	26
Emo	26	12	Macdonald Consolidated	29	23
Englehart	15	6	Madawaska	2	2
Ennismore	21	11	Magnetewan	11	8
Erin	56	38	Manitowaning	12	6
Exeter	52	35	Manley	11	9
Fenelon Falls	42	28	Manotick	19	5
Fenwick	13	11	Maple	14	13
Feversham	30	13	Marmora	16	9
Finch	59	22	Marshville	36	19
Fingal	36	15	Marsville	9	9
Florence	34	13	Massey	14	7
Fonthill	18	13	Matheson	5	3
Fordwich	23	21	Mattawa	30	10
Fort Frances	17	12	Maxville	25	16
Fournier	32	17	Medina	12	9
Galetta	27	9	Melbourne	27	17
Gore Bay	43	21	Merivale	10	2
Grand Valley	40	29	Merlin	36	26
Hall's Bridge	6	3	Merrickville	31	21
Hamilton, County Centre	21	14	Merritton	67	57
Hanover	34	28	Metcalfe	22	17
Harrington	9	9	Mildmay	22	17
Harrow	21	13	Millbrook	35	29
Harrowsmith	16	11	Milton	91	53
Hastings	11	5	Milverton	70	55
Havelock	23	12	Mimico	33	23
Hawkestone	18	11	Minden	17	9
Hensall	24	14	Minesing	17	11
Hepworth	8	5	Moorefield	21	14
Highgate	33	16	Moose Creek	24	13
Hillsdale	17	8	Mount Albert	22	13
Horning's Mills	25	16	Mount Elgin	22	10
Huntsville	59	32	Mount Hope	22	11
Innerkip	11	8	Mount Pleasant	16	10
Ivy	21	11	Mount St. Patrick	24	12
Janetville	14	9	Mountain Station	26	16
Jarvis	25	14	Mountain Grove	19	8
Jasper	18	12	Navan	34	23
Jockvale	15	9	Neustadt	8	7

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1914—Concluded

Other Places—Continued	Examined	Passed
Newboro	40	22
New Hamburg	25	24
Newington	13	6
New Liskeard	36	21
Niagara Falls, County Centre	19	16
Nobleton	6	3
North Augusta	15	3
North Gower	20	9
North Lancaster	24	15
Norwich	28	21
Oakwood	27	24
Odessa	20	12
Oil Springs	37	24
Orono	30	24
Osgoode Station	8	3
Ohsweken	6	3
Otterville	10	9
Paisley	36	23
Pakenham	24	12
Palmerston	27	21
Parry Sound	74	62
Pelee Island	7	2
Pickering	21	15
Plattsville	40	31
Port Burwell	10	8
Port Colborne	29	14
Port Credit	37	30
Port Stanley	16	10
Powassan	32	17
Priceville	15	9
Princeton	28	19
Queensville	24	19
Rainy River	10	8
Ramsayville	7	2
Randwick	12	4
Richard's Landing	5	1
Richmond	30	21
Ridgeway	32	19
Ripley	55	41
Rockton	34	16
Rockwood	37	29
Rodney	40	27
Rosemont	14	7
Roseneath	22	8
Russell	27	17
St. George	15	8
St. Helen's	29	20
Sandwich	42	24
Schomberg	22	10
Schreiber	13	12
Scotland	14	9
Selkirk	33	18
Sharbot Lake	21	9
Shelburne	63	33
Solina	16	11
Southampton	21	11
South Indian	17	12
South Mountain	33	12
South River	21	15
Sparta	21	11
Spencerville	26	13
Springfield	20	19
Stayner	39	26
Steelton	19	16

Other Places—Concluded	Examined	Passed
Stittsville	12	5
Stoney Creek	25	21
Stouffville	23	14
Strabane	18	12
Stratton	16	9
Sturgeon Falls	27	14
Sunderland	36	21
Sutton	22	18
Tamworth	37	17
Tara	32	17
Tavistock	31	20
Teeswater	50	24
Thamesford	27	21
Thamesville	60	37
Thedford	10	8
Thessalon	39	14
Thornbury	44	27
Thorndale	44	30
Tilbury	22	13
Tiverton	25	21
Toronto, De La Salle Institute	79	38
Tottenham	41	16
Tweed	49	29
Uptergrove	34	19
Varna	13	7
Verona	14	8
Victoria Harbour	29	13
Wallaceburg	58	47
Warkworth	38	20
Waubaushene	10	8
Webbwood	12	6
Wellandport	25	19
Wellington	24	18
Westboro'	32	17
West Lorne	27	16
Westport	33	17
Wheatley	43	30
White River	4	3
Whitevale	8	5
Wilkesport	11	3
Williamsburg	19	7
Willowdale	16	11
Winona	27	18
Wolfe Island	24	14
Woodbridge	12	10
Woodville	31	20
Wroxeter	40	33
Wyoming	34	17
Yarmouth Heights	47	26
Zephyr	4	3
Zurich	16	12
Totals	8,400	5,270
SUMMARY		
Collegiate Institutes	9,210	7,414
High Schools	6,267	4,293
Other Places	8,400	5,270
Grand Totals, 1914	23,877	16,977
Grand Totals, 1913	22,213	14,218
Increases	1,664	2,759

APPENDIX E

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1914

Centre	Examined	Passed	High School Entrance allowed	Centre	Examined	Passed	High School Entrance allowed
Angus	11	4	1	Mildmay	2	2	
Arkona	2	2		Minden	1	1	
Aurora	1	1		Navan	7	1	4
Aylmer	1		1	Nobleton	4	2	
Ayton	1	1		North Bay	6	2	1
Beachburg	6	4	2	Newstadt	3	2	1
Blenheim	14	6	4	Oil Springs	6	3	1
Blyth	2	1	1	Orillia	3	1	1
Bolton	10	8	1	Ottawa	90	61	22
Bracebridge	8	3	5	Parkhill	5	4	
Bradford	3	1	1	Parry Sound	3	1	
Brigden	11	11		Pt. Colborne	1		
Burford	6	3	3	Pt.Dalhousie	12	8	3
Burk's Falls	1			Powassan	1	1	
Cannington	5	3	2	Queensville	1	1	
Chatham	2	2		Renfrew	4	3	
Collingwood	2	2		Schreiber	4	4	
Courtright	4	3	1	Selkirk	5	4	1
Cumberland	4	4		Simcoe	2	1	1
Dungannon	6	6		South Indian	5	4	1
Dryden	4	4		South River	4	2	2
Dutton	6	3	1	Sparta	5	4	1
Echo Bay	1	1		Strathroy	4	1	2
Elmvale	3	3		Thamesville	6	4	1
Emo	3	1	1	Thessalon	2		2
Fingal	24	5	5	Tiverton	2	2	
Florence	10	7	1	Uxbridge	4	4	
Fournier	2	2		Woodbridge	3	1	1
Glencoe	2	2		Woodstock	9	9	
Hensall	2	2		Wyoming	1	1	
Highgate	8	8		Yarmouth	6	2	3
Ingersoll	6	3	2	Zephyr	7	6	1
Kingsville	7	6					
Kintail	9	2	3	Totals, 1914	420	271	84
London East	3	3		Totals, 1913	358	182	
Manley	3	3					
Maple	4	4		Incerases	62	89	
Marmora	5	5					

APPENDIX F

RURAL SCHOOL LIBRARIES, OCT. 1st, 1913, TO OCT. 1st, 1914

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
Algoma	6	$87 38	$57 20	45	5
Brant, etc	11	209 44	106 66	78	.....
Bruce, East	14	224 20	134 82	84	.....
Bruce, West	28	342 89	256 41	83	.....
Carleton, East	6	91 63	58 31	77	.....
Carleton, West, and Lanark, East	12	163 53	112 26	72	3
Dufferin	6	91 39	54 58	75	2
Dundas	26	537 44	247 89	75	.....
Elgin, East	64	701 87	574 47	75	.....
Elgin, West	8	90 00	70 20	28	1
Essex	15	226 10	143 00	92	.....
Frontenac, North, and Addington	3	33 27	28 48	68	.....
Frontenac, South	8	107 25	75 34	91	1
Glengarry	7	90 97	66 63	76	2
Grey, East	4	43 41	36 15	73	.....
Grey, South	10	111 01	91 38	66	.....
Grey, We t	3	31 75	27 20	70	1
Haldimand	21	243 32	190 41	71	.....
Haliburton and Muskoka East	3	30 06	25 84	76	.....
Halton, etc	10	152 37	95 99	62	2
Hastings, Centre	13	198 92	127 45	73	.....
Hastings, North, South Nipissing and N. W. Parry Sound	17	191 77	153 43	87	2
Hastings, South	4	47 45	37 28	49	.....
Huron, East	7	107 99	68 60	81	1
Huron, West	9	108 00	80 20	100	.....
Kenora and Thunder Bay West	7	102 00	68 60	26	6
Kent, East	4	41 84	35 80	66	.....
Kent, West	17	194 41	154 38	65	.....
Lambton, East	6	64 82	54 61	85	2
Lambton, West	6	107 63	56 87	80	.....
Lanark, West	7	138 00	70 00	61	.....
Leeds and Grenville No. 1	4	76 40	37 20	75	.....
Leeds and Grenville No. 2	12	123 20	104 94	81	.....
Leeds and Grenville No. 3	8	106 39	71 60	66	.....
Lennox	2	29 81	18 60	74	2
Lincoln and Pelham Tp	18	292 89	168 01	77	.....
Manitoulin, etc	1	15 00	10 00	72	1
Middlesex, East	23	261 12	206 98	100	2
Middlesex, West	4	44 58	36 35	81	.....
Muskoka, South and West	16	193 72	150 92	73	1
Norfolk	9	107 85	83 90	82	.....
Northumberland and Durham, No 1	13	137 20	117 34	62	.....
Northumberland and Durham, No. 2	9	102 75	82 43	66	2
Northumberland and Durham, No. 3	7	90 39	64 77	58	.....
Ontario, North, etc	1	20 00	10 00	70	.....
Ontario, South	1	12 68	10 00	64	.....
Oxford, North	17	247 88	157 13	58	2
Oxford, South	4	45 77	37 63	48	.....
Parry Sound, South	5	123 59	47 22	71	1
Peel	.....	.....	.....	70	.....
Perth, North	2	31 90	20 00	68	.....
Perth, South	6	118 04	58 60	44	.....
Peterborough, East	19	200 95	167 27	71	.....
Peterborough, West, and Victoria, E.	8	124 45	77 20	43	4
Prescott and Russell	4	56 89	38 57	83	.....

RURAL SCHOOL LIBRARIES, OCT. 1st, 1913, TO OCT. 1st, 1914.—Concluded

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
Prince Edward	20	$228 19	$183 35	73	1
Rainy River and Thunder Bay E.	14	235 00	134 40	39	3
Renfrew, North	26	314 33	237 87	73	.....
Renfrew, South	10	164 26	97 72	78	2
Simcoe, East	5	76 82	47 20	55	2
Simcoe, North	11	116 32	98 48	58	.....
Simcoe, South West	13	173 19	120 94	62	9
Stormont	20	517 55	198 60	75	.....
Sudbury, North Nipissing, etc	3	97 85	30 00	34	1
Timiskaming	3	50 25	28 60	26	.....
Victoria, West	33	362 21	291 38	72	.....
Waterloo, N, No. 1	9	108 63	82 36	36	1
Waterloo, S. No. 2	5	50 53	43 45	39	2
Welland	16	197 57	149 35	58	7
Wellington, North	3	34 40	29 17	36	1
Wellington, South	16	209 20	145 27	67	.....
Wentworth	37	702 79	366 57	64	.....
York, North	22	254 04	197 60	74	1
York, South	14	181 80	129 16	65	1
Roman Catholic Separate Schools:					
Inspector Finn	11	126 16	110 00	24	4
" Jones	4	66 26	40 00	14	2
" O'Brien	20	284 49	200 00	44	.....
" Power	1	10 15	10 00	1	.....
" Sullivan	3	49 97	30 00	31	1
English-French Schools:					
Inspector Ingall	8	112 30	76 83	33	2
Totals, 1913-1914	882	12,199 82	8,215 40	5,098	83
Totals, 1912-1913	932	13,169 76	7,851 85	4,902	129
Increases	.....	.....	363 55	196	.....
Decreases	50	969 94	.....	.....	46

APPENDIX G

PROCEEDINGS FOR THE YEAR

Instructions, Regulations, Courses of Study, and Circulars Issued by the Department during the Calendar Year 1914

INSTRUCTIONS TO INSPECTORS

(Instructions No. 12)

Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1914

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the division.

SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00 it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $350.00 for a principal and at $250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

* NOTE.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualification

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the*

case may be, of the school for which such grant is claimed. For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be proportionately reduced if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate $40
(*b*) For a Second Class Certificate 25
(2) If said experience shall have been less than five years on the same date,
(*a*) For a Permanent First Class Certificate $30
(*b*) For a Permanent Second Class Certificate 15

NOTE A.—In conformity with the previously announced policy of the Department of Education, the grants heretofore paid on Interim First and Second Class Certificates are withdrawn, the lowest grade of certificate upon which a grant is allowed being now Permanent Second Class.

NOTE B.—Schools which have been in operation for less than the whole academic year, but for at least one term, are to receive a proportionate amount of the grants provided for in I, II, and III above.

IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.

V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the amount of the Legislative grant apportioned to the County for equipment and the accommodations.

(1) The sum of $60,000, which is included in the amount voted for Rural Public and Separate Schools in the Counties, is apportioned by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year, but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1913, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teacher school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in Section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has rural Schools in different counties he shall make a separate return for each county.*

VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than

December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1913, and October 1st, 1914, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

January, 1914.

SYLLABUS OF COURSES AND REGULATIONS FOR KINDERGARTEN-PRIMARY CERTIFICATES

Revised 1914-1915

(Circular No. 25)

PREFATORY NOTE

Under former Regulations, the Department of Education issued two grades of Kindergarten certificates: Assistants' certificates valid for two years, and Directors' certificates valid during good conduct. Any person who studied in a Kindergarten for one year and passed the examination for Assistants was granted an Assistant's certificate on the recommendation of the Director of such Kindergarten, endorsed by the Public School Inspector in whose inspectorate the Kindergarten was situated. The holder of an Assistant's Certificate or the holder of a Second Class Provincial certificate after studying in a Provincial Kindergarten for one year and on passing the prescribed examinations was granted a Director's certificate. These regulations are now rescinded, and no one will hereafter study in a Kindergarten before attending a Normal School.

Under the Regulations now prescribed in this Circular, two certificates will hereafter be granted: the first an Interim Kindergarten-Primary certificate, obtained after one year's attendance at a Normal School and on passing the final examination in the course prescribed for such certificates; the second, a Permanent Kindergarten-Primary certificate granted after two years' experience. See Regulation 13 (1) and (2) within.

The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Schools provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Training, Household Science, and Physical Culture. By so doing, those whose time is occupied with the Kindergarten in the forenoon only, may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.

When pupils enter a Public or Separate School at four or five years of age, the half-day Kindergarten Course as prescribed in the Public and Separate School Regulations should be taken. When they enter at six or later, any School Board will be authorized to establish a combination of the Kindergarten and the First Form Course in the forenoon and afternoon sessions, under a teacher holding a Kindergarten-Primary certificate as soon as such teachers are available. Any School Board may also establish at once a Kindergarten-Primary Course with forenoon and afternoon sessions, for pupils over five years of age and below Form II, with at least one teacher holding a Kindergarten Director's certificate and one holding a Public School certificate.

The foregoing changes will enable the School Boards of the smaller urban centres to obtain teachers more adequately trained than heretofore for the peculiar needs of young children and at the same time will improve the efficiency of the elementary schools. The increased availability of the certificates will also provide a stronger incentive than heretofore to young women to take the Kindergarten Course.

Location

1. The courses for Kindergarten-Primary Certificates will hereafter be given at the Normal Schools at Toronto and Ottawa, or at Toronto alone if the attendance does not justify the establishment of two centres.

Purpose

2. The purpose of the Kindergarten-Primary courses is to prepare teachers in the theory and art of organizing, governing, and instructing pupils in the Kindergarten and the First Form grades of the Public and Separate Schools and by such preparation to provide teachers competent to bring the Kindergarten and First Form Courses into closer relationship. Such courses will preserve the freedom and play-spirit of the young child and at the same time prepare him to become an intelligent, orderly, and industrious pupil of the elementary school.

Session and Vacations

3.—(1) The Session of the Kindergarten-Primary Courses shall begin on Tuesday, September 1st, 1914, at 9 a.m., and end on Friday, June 11th, 1915.

(2) There shall be two vacations, as follows:

(*a*) At Christmas, beginning on Saturday, December 19th, 1914, and ending on Monday, January 4th, 1915.

(*b*) At Easter, beginning on Friday, April 2nd, and ending on Monday, April 12th, 1915.

Conditions of Admission

4.—(1) Application for admission shall be made to the Deputy Minister of Education not later than Tuesday, August 25th, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If successful, they will be admitted on the same terms as other applicants.

5.—(1) Applicants who have passed the examination for Kindergarten Assistants will be admitted on submission of their certificates to the Deputy Minister not later than August 25th.

(2) Other applicants shall each forward with her application the following:—

(*a*) A certificate from competent authority that she will be at least eighteen years of age on or before the first day of October following her admission.

(*b*) Her certificate of having passed the full examination for Entrance into the Normal Schools.

(*c*) A certificate from competent authority that she is able to sing and to play simple music on the piano or organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

(*d*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*e*) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

Duties of Staffs

6. Subject to the Regulations and the approval of the Minister of Education, the Director and Assistant of the Normal Kindergarten shall be responsible to the Principal of the Normal School.

Duties of Teachers-in-Training

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, or are physically unfit for the work of a teacher, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

Text-Books

8.—(1) The text-book for the academic work of Form I shall be those prescribed in each subject for the Public and Separate Schools.

(2) The teacher-in-training is required to provide herself with a copy of each of the following text-books for professional work:

Blow: Mottoes and Commentaries of Froebel's Mother-play.

Betts: The Mind and Its Education.

McMurry: The Method of the Recitation.

Monroe: A Brief Course in the History of Education.

Froebel: Pedagogics of the Kindergarten.

Froebel: Education of Man.

Prang: Text-books of Art Education.

Manners: McClelland and Goodchild, Toronto.

Syllabus of Physical Exercises for Public Elementary Schools, The Copp, Clark Co., Toronto.

The Public School Manuals. (Free.)

The Regulations for the Kindergarden-Primary Courses. (Free.)

The Courses of Study for the Public and Separate Schools. (Free.)

Library

9. Under the direction of the different members of the Normal School staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

Literary Society

10. A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

Organization of Courses

11.—The Courses include the following:—

(1) Courses in—

Science of Education, School Organization and Management, History of Education, Kindergarten Principles and Methods, Methods of Form I.

Art, Vocal Music, Manual Training, Sewing, Physical Culture, Nature Study, Hygiene, Manners.

Observation Lessons and Practice Teaching in the Normal Kindergarten and in Form I.

(2) In order that the teacher-in-training may begin early the observation work and practice teaching, the following courses shall be taken up in the following order:—

(*a*) The introduction to the Science of Education, and to those parts of the Psychology and Child Study which bear most directly upon general Methodology, the prime essentials of which shall be discussed in this connection; also an introductory course in the Principles of the Kindergarten.

(*b*) A discussion of the functional value of each of the courses.

(*c*) An introductory course of observation in the Kindergarten and Form I.

(3) Subject to such modifications as the Principal of the Normal School may deem necessary—

(*a*) The average number of lessons a week in Kindergarten Principles and Practice shall be 4.

(*b*) The minimum total number of Observation and Practice lessons for each teacher-in-training shall be as follows:

(i) In the Kindergarten, Observation lessons, 40; Practice Teaching, 30.

(ii) In Form I, Observation lessons, 20; Practice Teaching lessons, 10.

(*c*) The number of lessons in each of the courses in Nature Study, Art, Manual Training, Sewing, Music, Hygiene, Physical Culture, and Manners shall be the same as that for each of the corresponding Normal School courses.

(*d*) The number of lessons in the course in each of the other subjects shall be the same as that for each of the corresponding Normal School subjects so far as they deal with the subjects of the Kindergarten-Primary Course.

(*e*) The mode of conducting the Observation Lessons and Practice Teaching shall be the same as for the other grades of Normal School teachers-in-training.

Examinations

SUBJECTS AND VALUES

12.—(1) The final standing of the teacher-in-training shall be determined by the combined results of her sessional records, her prescribed examinations, and her observation and practice teaching records.

(2) The sessional records shall consist of oral and written class tests in each subject.

(3) There shall be a final written examination in each of Groups I and II below, at the close of the Session in June.

(4) The final examination papers in Groups I and II shall be uniform for all candidates and shall be based on the courses as laid down for the Kindergarten-Primary Certificate.

(5) The examination in Group I shall be the same as for the other Normal School students; there shall be one paper in each subject and the maximum marks for each subject shall be 100 distributed as follows: forty per cent. for the sessional records and sixty per cent. for the final examination.

(6) The examination in Group II shall be specially for candidates for Kindergarten-Primary Certificates; there shall be one paper in each subject or group of subjects, and the maximum of marks for each subject or group shall be 100 distributed as in (5) above.

Group I.—Science of Education, School Organization and Management.

Group II.—Kindergarten Principles and Methods: The Gifts; Occupations and Seat work; Mother-play, and Talks, Stories, Songs, and Games.

Methods in the subjects of Form I:

Reading, Literature, and Oral and Written Composition; Writing and Arithmetic.

(7) The marks counted in estimating the final standing of the teacher-in-training in the subjects of Group III below shall be those awarded her during the course and at a final examination by the staff on papers which shall be partly the same as those for the other Normal School teachers-in-training, and which shall contain also questions based upon the Kindergarten-Primary course.

(8) The maximum of marks for each subject shall be 100, except for Manners, which shall be 50 (25 for the final examination and 25 on the report of the staff as to the general deportment of the teacher-in-training.).

Group III.—Art, Vocal Music, Manual Training, Sewing, Physical Culture, Nature Study, Hygiene, Manners, History of Education.

(9) The marks counted in estimating the final standing of the teacher-in-training in the subjects of Group IV below shall be those awarded her during the course after a few trial lessons and more especially towards the close of the course.

(10) The maximum marks for Observation in the Kindergarten shall be 200 and for Practice Teaching, 800; for Observation in Form I, 100, and for Practice Teaching, 400.

Group IV.—Observation in the Kindergarten and in Form I of the Normal Model School, Practice Teaching in the Kindergarten and in Form I.

Certificates

13.—(1) A teacher-in-training who at the final examinations obtains forty per cent. of the marks in each subject and sixty per cent. of the aggregate marks in each of the four groups may, on the recommendation of the staff, be awarded an Interim Kindergarten-Primary certificate, valid for two years.

(2) The holder of an Interim Kindergarten-Primary certificate shall be qualified to teach as Assistant to a Director in a Kindergarten or in Form I of a Public or Separate School; and after two years' successful teaching in a Kindergarten or in Form I of a Public or Separate School or in both shall be entitled, on the report of the Director and the Public or Separate School Inspector as the case may be, to a permanent certificate as a Primary teacher or as a Kindergarten Director, or to a Permanent Kindergarten-Primary certificate, according to the extent of her experience.

(3) On completing the courses and passing the examinations, as prescribed above, a teacher-in-training who has obtained a Kindergarten Assistant's certificate under former regulations may, on the recommendation of the staff, be granted a certificate as Kindergarten Director and an interim Primary certificate.

PROGRAMME OF STUDIES

Science of Education

14. The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to her in forming ideals and determining procedure, to give her a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as *practical* as possible, includes Psychology, Child Study, and General Methodology, as follows:

I. Introduction

The Aim of Education: Provisional statement of the aim of education to be used as a working definition.

Function of the School: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

Subjects of Study: School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

Methods of Instruction: The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the condition of mental life; the problem of method, a psychological problem. A preliminary outline of the general principles of method.

Book of Reference:—

Bagley: The Educative Process.

II. Psychology

Problems and Methods: The subject-matter of psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing, their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

Nervous System and Mental States: Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

Instincts: The place of natural tendencies in the development of mental life; the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of instincts into habits.

Habits: Nature of habit; physical basis of habit; the functions and limitations of habits; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

Interest: The nature of interest: interest as a tendency to thought and action. Interest as an end to be sought in education; the importance of the cultivation of desirable and the suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests: the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action: practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

Capacities and Activities: Examination of some of the more fundamental capacities.

Sensitivity: The relation of sense impressions to the growth of knowledge. Retentiveness: The importance of retention in the growth of experience; conditions of retention. Relating activity: First steps in thinking: dissociation, discrimination, and association as activities. Expression: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience: the place of formal discipline as an end in education.

Apperception: Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful: the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities and selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

Attention: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention: the relation of habit to attention; methods and devices for securing spontaneous attention: the conditions of voluntary attention; growth of purposes and plans; the importance of an aim on the part of the learner: the development of aims and ideals as an end in education: methods of securing voluntary attention: the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention: gaining and holding attention; physical conditions favourable and unfavourable to attention.

Sensation and Perception: Sensation as a mental process: the physical conditions of sensation; classification of sensations: sensation qualities: the nature of perception: the presented and reproduced factors in perception: the functions of sensation and perception as forming the basis for thought; the development of perception: the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation: the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

Imagination: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to

each other; simultaneous association of images, as in perception; successive association of images in the train of thought; laws of association; physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

Memory: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improvement in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules for proper use of repetition; methods of securing association and organization; cramming and its effects.

Thinking: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

Feeling and Emotion: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development; the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

Will: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in moral training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; the place, the value, and the methods of using *The Golden Rule Books;* character development as the full aim of education; factors in character development; the function of the school in character development.

Books of Reference:—

Angell: Psychology.
Halleck: Education of the Central Nervous system.
James: Talks to Teachers.
Raymont: The Principles of Education.

III. Child Study

The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently her methods in each subject to the child's mind at the different stages of its growth.

The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

Book of Reference:—

Kirkpatrick: Fundamentals of Child Study.

IV. General Methodology

The object of the course in the Science of Education in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Psychology and Child Study: and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of General Methodology and so to form a basis for the special Methodology.

The course includes the following topics:—

The Problem of General Method: The relation of general method to special methods and teaching devices; the relation of method to subject matter.

Planning for the Lesson: Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils: the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

Means of Presentation of the Lesson: Lecture, text-book, and question-and-answer methods of presentation: advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching: limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

The Aim of the Lesson: Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill: relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity: the use of interest in the school room: the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

Preparation of the Class for the Lesson: Necessity for revival and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

Development of the Lesson: The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis: the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presentation," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

Expression as a Stage in Method: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

Typical Lesson Forms: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

Teaching Devices: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method: answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value: uses of the blackboard.

Books of Reference:—

Bagley: The Educative Process.
Thorndike: Principles of Teaching.

History of Education

15. The object of the course in the History of Education is to widen the professional outlook of the teacher-in-training and to rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course includes the following topics, and deals only with the most important points:—

Education Prior to the Fifteenth Century: A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

The Renaissance: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm; influence of Renaissance upon subject matter; methods, and purposes of schools; humanistic conception of education; humanism and realism.

Reformation and Counter Reformation: The Reformation and the Renaissance, Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

Realism in Education: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

Education according to Nature: Development of the new conception of education; Locke and Rousseau.

Modern Educational Theories and Movements: Pestalozzi and the elementary school; Herbart and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education: the Montessori Method; education as social adjustment: public education in Great Britain; the development of public education in Ontario.

Books of Reference:—

Quick: Educational Reformers.
Kemp: History of Education.

School Organization and Management

16. The object of the course in School Organization and Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable her to secure the smooth and efficient working of her school.

The course includes the following topics:—

Meaning and Aim of School Management: Organization and government of the school; basic principles of each; the ultimate aim of education; unity of purpose and co-operation of teacher and pupils essential.

Relation of Management to the Teaching Process: Teaching and governing closely interrelated: adjustment, the essential activity in education; how to secure this in the various subjects of study.

The Recitation: Its relation to management: the assignment of lessons: how to study.

The Child: Importance of the child; essential conditions of efficiency, health, sympathetic attitude to work, desire for improvement, effort to improve good habits, and freedom.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child, to protect the health of her pupils, to develop a right attitude to the work, to arouse desire for improvement and effort to make it, to cultivate good habits, and to protect the child's freedom; the teacher's code of ethics.

The Care of the Child: Healthful conditions in the school room—the heating, ventilating, and cleaning of the building; humidifying the air; the water supply; care of the grounds and out-buildings; protection from contagious diseases; seating; lighting; fire drill; care of the eyes: care of the mind; fatigue, how to avoid it; care of morals.

The Modern School: The building; the class room; the playground; equipment of the class room—charts, library, tools and benches, etc.; co-operation of the pupils in the care of the school; use of building by the ratepayers; relation of teacher and pupils; relation of school and home.

Organization: The need of a suitable environment in school: meaning and elements of organization; grading—basis, number of classes: the best conditions in

a school with one teacher and in schools with several teachers; consolidation; special plans of classification—the short interval plan, the group system, the individual plan, the Batavia System.

The First Day in School: General outline of what the teacher should do on the first day.

The Time Table: Principles involved in the construction of a time table; its purpose and value; seat work; fatigue in relation to school work; typical time tables.

Records and Reports: Their importance and nature.

Order and Attention: The problem of attention; the relation of play activities and work activities; incentives, their use and abuse; routine in calling classes and in dismissing school; causes of disturbances; dealing with offences and weaknesses.

Results of Good Management: Good habits formed; knowledge extended; oral and written tests; character developed; Binet's scale of mentality as an auxiliary means of testing pupils.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized:—

The importance of the teacher's signing his or her name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees and school.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations: So far as they pertain to teachers, pupils, and the school.

BOOKS OF REFERENCE:—

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Ontario Schools Acts and Regulations.
Ontario Public Health Act and Regulations.

Special Methodology

17. The object of the course in Special Methodology is to prepare the teacher-in-training for intelligently observing in all grades of the Normal Model Schools, and for teaching in the Kindergarten and first Form, by enabling her to apply the Science of Education and, in particular, to adapt to the work in each subject the principles of General Method.

(1) The courses shall be taken up in terms of the courses prescribed for the Public and Separate Schools, the provisions of which shall be constantly kept in mind.

(2) The work in the Special Method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(*a*) The selection and the organization of material, taken in order from the standpoint of presentation to the pupil.

(*b*) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

I. KINDERGARTEN

18. The course of study in the Kindergarten prepares the teacher-in-training to combine the nurture of the home with the rational discipline of the School. Through the Songs, Games, and Stories, ideals of right living on the plane of the child's life are made clear and self-compelling: and, through the Material, the intellectual powers are developed, the senses are trained, interest is stimulated, constructive imagination is cultivated, and a basis is laid for the formation of good intellectual, moral, and physical habits.

Principles

The Course in the Principles of the Kindergarten includes the following topics:

Relation of the Kindergarten to education in general; Froebelian principles and their application in the Kindergarten; educational significance of the Froebelian Gifts and Occupations; organization and equipment of the Kindergarten.

Practice

The course in the Practice of the Kindergarten includes the following topics:

1. GIFTS

The Course in the Gifts includes a knowledge of the Gifts, their general objects as well as their specialties, how they are graded and why, their connection with other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; three symmetrical designs.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; two original sequences in symmetrical designs; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

2. OCCUPATIONS

The course in the Occupations includes a knowledge of the Froebelian Occupations, and their connection with other branches of Kindergarten work and with the Manual Training of Form I, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development: Straight lines.
1. Straight lines of one length;
2. Variations in position:
3. Variations in length;
4. Horizontal lines of one length;
5. Horizontal lines, variations in position;
6. Horizontal lines, variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above:
Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal oblique lines, first degree, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General Plan: From (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (*b*): one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc. (3 mats.)

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Miscellaneous Mats: Borders, two mats; "all over" repeats, two mats.

Complimentary, contrasted, dominant, and analogous harmonies should be used with these.

Folding.—A series of forms from the circular basis, not fewer than eight Salt-cellar, ground form; salt-cellar, star, king's crown, queen's crown, paper box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground form; four inventions in symmetrical designs from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; table-cloth ground form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, loose box, close box, picture frame; the table-cloth ground form, an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground form.

3. MOTHER PLAY

The course in the Mother Play includes a study of the educational principles and practice of Froebel as embodied in the "Mutter and Koselieder," and the relation of the Mother Play and the other subjects of the curriculum, such as Psychology and Child Study, to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole: the history of its development, its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

4. TALKS, STORIES, SONGS AND GAMES

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to adapt the games to the needs of the growing child and prepare him for the folk dances, calisthenics, and drill of the rest of the course.

Books of Reference:—

Dewey: The School and Society.
Dewey: The School and the Child—edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.
Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Morgan: The Montessori Method. Bulletin, No. 1, Ontario Department of Education.

II. FORM I

19. The course of study in the Methodology of Form I prepares the teacher-in-training to lay the foundation in the First Form for the work in the higher Forms, in addition to taking charge of the Kindergarten, and establishes thereby a closer connection between the courses of the Kindergarten and those of the Elementary School.

The course includes the following:

(1) A discussion of the significance of the Kindergarten plays, games, and occupations in relation to the primary grades; and

(2) The methodology of the Reading, Oral and Written Composition, Literature, Writing, Arithmetic, and Seat Work of Form I, as follows:

1. READING

The special object of the course in Reading is to prepare the teacher-in-training to train her pupils to find for themselves the writer's thoughts and feelings.

The course includes the following topics:

The Scope.—Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms.—The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms; means of securing natural expressive reading.

2. ORAL AND WRITTEN COMPOSITION

The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train her pupils to speak and to write good English as a fixed, unconscious habit.

The course includes the following topics:

Introductory.—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression.

Oral and Written.—Their relation: how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition: selection and organization of materials; use of stories, etc.

Methods.—Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises: principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; written composition.

3. LITERATURE

The special object of the course in Literature is to prepare the teacher-in-training to create in her pupils a taste for good literature, while broadening their knowledge and moulding their characters.

The course includes the following topics:

Introductory.—Nature and elements of literature.

Selection of Subject-matter.—Qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; the correlation of literature with nature study, etc.; suggested lists of fairy tales, fables, nature stories, etc.

Methods.—Comparison of the values of reading and telling; how to tell stories successfully.

4. WRITING

The special object of the course in Writing is to train the teacher to write rapidly and legibly, and to make her familiar with the best means of securing the most satisfactory results in the teaching of the subject.

The course includes the following topics:

Introductory.—The purpose of writing; its correlation with other subjects.

Methods.—A brief outline of the different methods of teaching the subject.

Pen-holding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board; dangers of unsupervised writing.

5. ARITHMETIC

The special object of the course in Arithmetic is to enable the teacher-in-training to train her pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to simple operations.

The course includes the following topics:

Introductory.—The scope of arithmetic; its relation to the other subjects of the curriculum.

Methods.—Analysis and synthesis; induction and deduction,—compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and verifying and interpreting operations performed.

A treatment of the various arithmetical operations and their applications.

6. SEAT-WORK

The special object of the course in Seat-work is to prepare the teacher-in-training to use to the best advantage the time of the pupil between recitations.

The course includes the following topics:

The value of seat-work; its relation to class-work; various types; the assignment and conduct of seat-work.

III. KINDERGARTEN AND FORM I

20. The following courses provide the teacher-in-training with a good foundation for the courses of both the Kindergarten and Form I in the same subjects.

1. NATURE STUDY

The special object of the course in Nature Study is to prepare the teacher-in-training to train her pupils to observe the phenomena of the world around them and to broaden and deepen their sympathies with nature.

The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

Materials for Nature Study: Conditions determining the choice of material for nature study lessons and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special topics dealing with materials of nature study and illustrating methods of presentation; the relation of feeling to knowledge in nature study work.

School Gardens: The purpose of school gardens; school gardens as a phase of Nature Study work; the discussion of the care of school gardens.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying and collecting materials in their natural environment and relations, in order that they may be able to direct the practical side of nature study in school. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

2. ART

The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of her æsthetic nature and such facility in the use of art as a means of expression as will enable her to develop like tastes and powers in her pupils.

The course includes the following topics:—

The scope of art: art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: The principles that determine the rhythm, balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

Picture Study: How to study a picture; the critical study of a few masterpieces of painting.

3. MANUAL TRAINING

The special object of the course in Manual training is to prepare the teacher-in-training to select and use in the most effective ways constructive exercises which shall train the pupil's hand and eye, shall serve as a means of self-expression, and shall develop a sympathy with manual occupations.

The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available:—

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

Handwork: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling; trimming and mounting of pictures.

Modelling: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc.; in teaching principles of design.

4. SEWING

The special object of the course in Sewing is to prepare the teacher-in-training to train her pupils' hands and eyes, to correlate the work of the school with the activities of the household, and to develop a sympathy with manual occupations.

The course includes the following topics:

Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

5. MUSIC

The special object of the course in Music is to prepare the teacher-in-training to cultivate in her pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

6. HYGIENE

The object of the course in Hygiene is to prepare the teacher-in-training in the knowledge requisite for the maintenance of the health of both herself and her pupils and to qualify her for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

School Hygiene: School sanitation. (See under School Management.)

Communicable Diseases: Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene and Physiology (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye; lighting, myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight. The ear, throat and nose; ear and throat troubles, causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

7. PHYSICAL CULTURE

The special object of the course in Physical Culture is to prepare the teacher to make proper provision for the physical training of her pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.

The course includes the following topics:—

Systems: The German, Swedish, French (Delsarte), and American.

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend: movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

8. MANNERS

The special object of the course in Manners is to prepare the teacher-in-training to train her pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Books of Reference:—

MacClintock: Literature in the Elementary School.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Smith: Teaching of Elementary Mathematics.
Prang's Art Education for High Schools.
Prang's Drawing Course.
Atkinson, Mentzner and Grover: Applied Arts Drawing Books.

D. C. Heath & Co.: The Parallel Course Drawing Books.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Lindsay, Maud: Mother Stories.
Lindsay, Maud: More Mother Stories.
Lindsay, Maud: A Story Garden of Little Children.
Alden: Knights of the Silver Shield.
Grant Allen: Glimpses of Nature.
Robert Louis Stevenson: A Child's Garden of Verse.
Bailey: For the Children's Hour.
Harrison: In Story Land.
Bryant: How to tell Stories to Children.
Annandale: The Concise Imperial Dictionary.

July, 1914.

REGULATIONS AND COURSES OF STUDY AND EXAMINATIONS

OF THE

PUBLIC AND SEPARATE SCHOOLS

Part I

REGULATIONS AND COURSES OF STUDY

NOTE.—As used below in the Regulations, Board means Board of Public or Separate School Trustees or Board of Education; Inspector, Inspector of Public or Separate Schools; School, Public or Separate School; Minister, Minister of Education; Department, Department of Education; and, unless the contrary is obvious, Principal includes the teacher in a one-teacher school.

Accommodations

1.—(1) While the following details provide the basis for the grading of the accommodations, the Inspector shall use his judgment in securing the necessary or desirable changes or additions, having due regard to the interests of education, the capabilities of the present premises, and the financial ability of the Boards.

(2) No absolute line of demarcation can be drawn between the standards of the requirements for rural and urban schools respectively. In the case, however, of all schools situated where the requirements are deemed to be within the financial ability of the Board and of sufficient importance to the protection and progress of the pupils, the Board, whether rural or urban, is expected to bring, when necessary, its accommodations up to a higher standard within a reasonable time.

(3) Four grades of the accommodations are recognized in the Inspector's report, the differentiation of the grading according to the following regulations being left to his judgment. In the case of Rural Schools, a portion of the Legislative grant, with the county equivalent, is paid on the character of the accom-

modations, as shown by the Inspector's grading, and, although in the case of Urban Schools no grant is based upon the grading, the grading in the Inspector's report and the details of the requirements set forth below should guide Boards, both in improving existing accommodations and in selecting sites and erecting new buildings.

(4) All new school sites and all additions to old ones and all plans of new schools or of additions to old ones, and all other proposed school accommodations, shall be first approved by the Inspector, or by the local Chief or Senior Inspector, as the case may be, who shall be guided by the instructions contained herein.

2. Following are the details of the requirements of the accommodations and the bases for the grading in the official reports:

School Site and Grounds: The location of the grounds shall be determined with careful regard to the safety, comfort and convenience of the pupils in respect to (1) freedom from unsanitary surroundings, noxious odours, noises, dust, surface drainage from surrounding lands, and undue exposure to the elements; (2) avoidance of bad roads, railway crossings, dangerous waterways, street railways, and congested thoroughfares; and (3) distance from pupils' homes.

The school grounds shall be not less than one acre in extent. Where available, grounds of greater extent should be provided as follows: when the enrolled attendance exceeds one hundred pupils there should be an additional half acre for each additional one hundred pupils or fraction thereof enrolled.

Grades I and II shall not be given unless the grounds are spacious.

The grounds should be composed of suitable soil, and, where necessary, they should be covered with soil of such a nature as will best ensure freedom from mud on paths, lawns, or playgrounds during wet weather, and from dust when the weather is dry.

When necessary, the grounds shall be levelled and underdrained, the tiles being placed from four to six feet below the surface according to the nature of the soil. They shall also be beautified with trees, shrubs, vines, flowers, lawns, and suitable walks. Separate entrances, walks, and recreation spaces should be provided for boys and girls.

Building: The school building shall be so situated as to enhance its architectural appearance and shall be provided with beautified approaches from the public highway. In no case shall the school be placed less than thirty feet from the street or roadway.

To prevent the absorption of ground dampness, the drainage shall be adequate and the footings of all foundation walls should be coated above with a layer of asphalt or of coal-tar pitch applied at boiling point. The surfaces must be properly prepared to receive the coating and must be perfectly dry. Where pitch is used, the coating need not be of greater thickness than $\frac{3}{8}$ inch.

Where the foundation walls are of concrete, they should be rendered as impermeable as possible by the addition of 8 per cent. of hydrated lime to the weight of the dry cement. The exterior surface of concrete walls below the level of the finished grade should be coated with coal-tar pitch or waterproof paint of proved value. Where the foundation walls are of brick or rubble, the exterior

surface below the level of the finished grade should be coated with pitch or paint as before, and the interior surface from floor to ceiling-level with cement mortar ½ inch thick, in the proportion of one part cement to three parts sand.

To keep the water line below the basement floor, the footings of all external walls should be surrounded with a drain of strong porous tile carefully laid with proper fall, closely jointed, having each joint covered on top with a strip of tar paper to prevent the admission of soil. The drain should be laid close up to the footings, and the top of pipe should not be higher than underside of basement floor. This drain should be connected at a suitable point with the waste and rain water system. Should this drain be connected directly with the main sewer, it should be properly trapped and ventilated to the surface. The rainfall from the roofs should be conducted from strong and properly constructed eave-troughs down to the rain and waste water drainage system by means of waterproof metal pipes.

In the case of small schools the height of the basement should be at least seven feet clear from floor to beams, and at least ten feet in the case of large schools requiring accommodation in the basement for the accessories of an extensive heating, ventilating, and plumbing system.

At least two-thirds of the height of the basement walls should be above ground. The floor should be of asphalt or of cement laid on a bed of gravel or broken stone. Where basement rooms are used for drill, manual training, play and other school exercises, suitable hardwood floors should be laid over the cement. The basement ceiling should be of sheet iron or other durable and fireproof material. Where finances permit, the walls of the basement, and particularly those of the lavatories, may be veneered advantageously with light-coloured glazed tile to increase the efficiency of the lighting, discourage markings, and facilitate cleansing.

The school should be built throughout of substantial and, as far as practicable, fireproof material. The partitions shall be of solid brick extending from basement floor to roof.

All interior mouldings of ceilings and walls should be of plain design in order to prevent lodgment of dust.

In all schools the entrance shall have a vestibule or a covered porch. In larger schools there shall be separate entrances for the sexes, and also separate means of egress to the closets or lavatories. The doors of all schools shall open outward. The knobs should be of glass, porcelain or other easily cleaned material. For Grade I in urban municipalities, all main exit doors shall have devices causing them to swing outward on slight pressure from within.

All floors should be double, the upper tier of flooring being of the best quality of hardwood or other suitable material perfectly smooth, tightly fitted and free from knots, cracks, and splinters, cross grain, sapwood, warps, rough edges, blemishes or unevenness of any kind. The floor should be properly filled, oiled, polished and otherwise finished and kept in perfect condition. In schools of more than one storey the upper floors shall be thoroughly sound-proofed with mortar, felt, or other suitable material. In schools of more than two storeys the regular class rooms should be confined to the first and second storeys.

In buildings of more than one storey, iron fire-escapes and perfectly safe and convenient means of egress in case of fire should be provided for all pupils, and should be constantly held ready for instant use. All stairways and fire-escapes

for the use of pupils shall be of ample width and with treads safe and suitable for pupils of all ages using them. All the material of the stairways should be fireproof.

Halls: The entrances, vestibules, and halls shall be roomy and well lighted and where there are more entrances than one, they should be so placed as to admit of separate entrances for the sexes to the cloak-rooms and class-rooms. For Grade I, in buildings of two storeys, there shall be separate stairways for the sexes, easy of access and well guarded. In the halls suitable colour schemes and decorations should be provided. In large schools the general plan should admit of spacious halls rather than long, narrow corridors.

Assembly Halls: While every graded school should have a class-room in which all the classes may assemble, all new schools of eight or more class-rooms should be provided with special assembly halls, located preferably on the first floor. A well-appointed assembly hall is valuable for the purposes of general instruction, and is essential to the due development of the social phases of school life.

Class-rooms: The class-rooms shall be oblong, the length being about one-third greater than the breadth. A superficial area of at least 16 square feet and a cubic air space, exclusive of cloak-rooms, of not less than 250 cubic feet shall be allowed for each pupil, these provisions being based on the highest attendance. A room 32 feet long and 25 feet wide, with the standard requirement of 12½ feet from floor to ceiling, will accommodate a class of 40 pupils, allowing at the same time the necessary spaces in front and rear and in the aisles. The aisles, next the walls, at the sides and in the rear of the school room should be about 3 feet wide, and those between the rows of desks about 2 feet wide. The front row of desks should be about 10 feet from the teacher's blackboard. Much ampler floor space is always desirable if proper diffusion of light can be secured, but no pupil should be seated more than about 28 feet from the teacher's blackboard.

Where open-air class-rooms are needed, class-rooms should be so arranged that one or more of their sides may be thrown open.

Desks: Every school should be seated with single desks conforming to the standard prescribed below. All the desks and seats should be adjustable; but. when not all are so, they shall be graded to suit the sizes of the pupils. In each class-room at least the outer row of each side should consist of adjustable desks and seats.

For Grade I single desks are indispensable.

The pupil when seated must be able to place his feet fully and easily on the floor, and his arm on the desk so as to afford the greatest facility of movement in writing and other desk work.

In placing the desks care should be taken that the front of each seat projects under the desk in front of it not less than one inch nor more than two.

The number of desks shall be adequate for the maximum daily attendance.

Desks and seats according to the following scale shall be considered as meeting the requirements in respect to general standard of form and size:—

Ages of Pupils	Seats—Height		Slope of Back	Desks		Height
	Front	Rear		Length	Width	
Five to eight years	11 in.	10½ in.	2 in.	18 in.	12 in.	22 in.
Eight to ten years.....	12 in.	11½ in.	2 in.	18 in.	13 in.	23 in.
Ten to thirteen years.....	13 in.	12½ in.	2½ in.	20 in.	15 in.	24 in.
Thirteen to sixteen years ..	14 in.	13½ in.	3 in.	22 in.	16 in.	26 in.

There shall be a suitable desk and chair in each class-room for the use of the teacher, and at least one chair for the use of visitors. The teacher's desk shall be provided with drawers or compartments having lock and key.

In Form I rooms there should be a suitable table, about 2½ feet in width and of suitable length, around which the younger pupils may assemble for certain phases of their work.

In Form V rooms where Elementary Science is taken up a suitable table for experiments shall be provided. Suitable bookcases, and stands for a large dictionary and a gazetteer shall be provided.

It is also desirable that specially-adapted desks or tables be provided for the pupils in Form V rooms where there are Commercial courses. There should also be provided for such classes a few high desks at which the pupils may occasionally work in a standing position.

Grade I shall not be given unless the above provision is made, where necessary, for Elementary Science and Commercial Courses.

Closets: In rural schools where there are outdoor closets for the sexes (1) preferably, they shall be under separate roofs, at least ten feet apart, and so placed and regulated as to prevent pollution of the well or of the air of the class-rooms, but, (2) they may be in one building with entrances on opposite sides and the compartments for the sexes separated by a solid brick or a cement wall. Each closet shall be not less than 6 ft. from front to rear, and shall contain a sufficient number of compartments properly lighted and ventilated. The compartments shall be lined with glazed brick or similar material, or with wood, painted a suitable colour and sanded. The floors shall be of cement, brick or hardwood, placed at least a foot above the ground. For the highest grading there shall be locked compartments for the teachers.

Suitable walks shall be laid from the doors of the school building to the closets, so that the closets shall be accessible with comfort at all seasons of the year; and provision shall be made for keeping the walks free from snow in winter. The entrances to the closets shall be properly screened at least in front.

The closets with or without drawboxes shall be cleansed and disinfected monthly if possible, and the urinals shall receive daily attention. Dry earth closets are to be preferred. In lieu of better material road dust may be used as a deodorizer. The closets shall be so situated that neither the water of the well nor the air of the class-rooms may be contaminated thereby.

Every compartment shall be about 2½ feet wide, fully lighted and ventilated, and provided with a door which should be at least three inches short at the bottom, and at least six inches short at the top. There shall be not more than one seat in any compartment.

The following classification shows approximately the number of closet compartments and urinal stalls needed on the basis of average attendance:

Under 30: for girls, two closet compartments; for boys, two closet compartments and one urinal stall.

Under 60: for girls, three closet compartments; for boys, two closet compartments and two urinal stalls.

Under 120: for girls, four closet compartments; for boys, two closet compartments, and three urinal stalls.

Over 120: one closet compartment for every 20 pupils, divided as nearly as practicable on the basis of twice as many for the girls as for the boys; one urinal stall for every 20 boys.

The height of the closet seat should not be greater than fifteen inches from the floor, while for young children this should be reduced to twelve inches by the construction of a step or by due adjustment of the closet seat. This reduction is an important matter, as children are very apt to rupture themselves when using a closet seat which is too high.

In all urban schools, and in the larger rural sections, for Grades I and II, there shall be a water system and flush closets in the basement or in other suitable places in the school. When there is no sewerage system septic tanks should be used.

To reduce porosity the cement floors of the basement lavatories should, when practicable, be covered with a thin coating of hard asphalt of at least ¾ inch in thickness, and the walls of the lavatories should be faced with white porcelain tiling or with light coloured glazed brick.

For urinals a system of stalls with a gutter below is better than one of bowls or troughs. The sides, backs, and floors of the urinals should be of slate or of other non-absorbent material. Each stall should be about 2½ feet wide.

The urinals should be so placed that they will receive abundance of direct sunlight through ample windows of translucent but not transparent glass.

Where there is a water system there should be a hose attachment and sufficient length of hose in each lavatory always ready for use. The urinals should be washed with the hose after each intermission, and the closet floors and walls of lavatories should be washed every day.

Double rows of urinals and water closets are to be avoided owing to the obstruction of light. The lighting, ventilation, and heating of all lavatories, for sanitary reasons, should be equal to that of the class-rooms.

Cloak Rooms: For Grade I, and in all schools to be erected hereafter, separate cloak rooms shall be provided for the sexes. The cloak rooms, properly heated and ventilated, and convenient to the class-rooms, should be provided with wash basins and towels, and all the necessary appliances for storing umbrellas and for hanging caps or cloaks, unless these are placed suitably elsewhere. There should be a locker for each pupil, and the cloak rooms should be well appointed and kept in good condition.

In the schools of cities and other large urban centres, to secure the highest grading provision should be made for well-heated, well-lighted and well-ventilated cloak rooms or wardrobes. The air from the cloak rooms shall not be allowed to circulate in the class-rooms: the exudations from damp clothing are a source of air pollution.

Wardrobes and cloak accommodations should not be placed in school halls, as the walls of halls should be kept free for decorative purposes. Nor should cloak rooms be placed in basements except in cases where the basement floor is not more than two feet below the ground line, and all other features of the basement are satisfactory in respect to sanitation.

Water Supply: The water supply shall be pure and adequate. In rural schools there should be on the premises a well (artesian if at all practicable) of good drinking water, with a neat pump and platform, properly protected against pollution from surface drainage or pollution from any other source. The closets should be so placed and drained as to render contamination from this source impossible. If the water supply is from a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as the Inspector may deem advisable. Where there is no well, or where there is a poor one, other provision, satisfactory to the Inspector, shall be made for an adequate supply of good water.

In urban schools where pure water on pressure is available an adequate number of suitable bubblers of a sanitary character is necessary for the highest grading.

Where water on pressure is not available, earthenware or graniteware water-tanks with covers shall be provided, and the pupils shall use individual cups.

Blackboards: In every class-room there shall be a blackboard of good quality, about four feet wide, extending across the room in the rear of the teacher's desk; there shall be additional blackboard provision on each of the other available sides of the room.

Slate is greatly to be preferred to plaster or wood or hyloplate. Glass blackboards, though less readily obtainable, are superior even to slate. The outer surface of glass blackboards shall be smoothly ground, and the board shall be firmly placed against a uniformly firm and level portion of wall, the colour thereof being usually a dull heavy black or a dark green. Wood, hyloplate, and other composition blackboards being much less durable than slate or glass are in the end more expensive.

There shall be an adequate supply of blackboard brushes and dustless crayons. At the lower edge of each blackboard there shall be a trough, open at each end, about three and half inches wide and one inch deep, inside measurements, for holding crayons, brushes, and the dust. The troughs and brushes shall be regularly cleaned, a damp cloth or eraser being used for the troughs. The cloth or eraser, when dry, should be cleaned outside of the schoolroom. Each blackboard trough should have an open woven wire cover on hinges with meshes about half an inch square. Every possible precaution should be taken against dust in the schoolroom. If needed, a stool, 12 in. by 42 in., and 6 or 8 in. high, should be provided for the use of the teacher when using the upper part of the blackboard.

When the lighting of the schoolroom is from one side there shall be no blackboard on the same side as the windows.

In ungraded schools the pupils' blackboards should be at least four feet wide, some with their lower edges twenty-four inches above the floor.

In graded schools all the blackboards, including the teacher's, should be placed with their lower edges above the floor as follows: In Form I 22 inches; Form II 27 inches; Form III 30 inches; Forms IV and V 36 inches.

The teacher's blackboard shall be at least four feet wide. The least width for other blackboards shall be as follows: In Form I 30 inches; Form II 36 inches; Form III 46 inches; Forms IV and V 48 inches.

In all schools, only blackboards of glass or slate will receive Grade I or II, and the control and removal of dust shall be taken into account in the grading.

Teachers' Private Rooms: There should be at least one room for the private use of the teaching staff, of suitable size and with comfortable furniture. The furniture should include a couch for cases of emergency. When the teaching staff

is large there shall be a room or office for the Principal and a sufficient number of teachers' rooms, with adjacent lavatories, on each floor.

There shall also be a suitable room in the school or in some other convenient building, properly furnished and equipped for the use of the school nurse and the school medical and dental officers in urban schools for which the Board has appointed such officials.

Lighting: The class-rooms shall be lighted* only from the left, the window-sills being level with the heads of the pupils when seated. Where there are supplementary windows in the rear or on the right the blinds shall be kept down, except on dull days. To admit of an adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, one-sixth of the floor space, where the exposure is good; otherwise a greater area), and of clear glass (not ground or painted); with two or four panes each; and running as close to the ceiling, as close together, and as far to the rear of the class-rooms, as practicable. A strip of prismatic glass a foot wide, with an adjustable curtain, should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip. To prevent reflection from the blackboard, the windows should begin about six feet from the front wall of the class-room. The windows shall be provided with blinds of suitable colour (light green or grey or greenish grey). The blinds on the left of the pupils should be semi-transparent; the other blinds, opaque. The blinds shall be provided with cords, so as to be readily adjustable to any required height.

For Grade I, there should be two separate sets of shades for each window. Both of these should be fastened at about two-fifths of the height of the window, the lower one to pull down and the upper one to pull up. A light sage green will usually prove to be the most suitable colour for these shades.

As the blackboards absorb a great deal of light they should be provided with light-coloured screens that may be drawn over them when they are not in use. In this way on dull days the lighting may be greatly increased at the desks farthest removed from the windows.

As far as possible the plan of the school should admit of the class-rooms being so placed that none of them will receive their light from the south.

Where artificial light is necessary, it should be so provided as to conform with the requirements in the case of natural light.

Grade I shall not be given unless the lighting is from the left.

Heating: The temperature of the class-rooms, halls, cloak rooms, and teachers' private rooms shall not be less than 65 degrees nor more than 68. A Fahrenheit thermometer shall be provided for each class-room. For first-class grading, steam radiators or hot-air furnaces, or jacketed stoves acting with equal efficiency are necessary. Where stoves are used, they shall be so placed as to prevent discomfort to any pupil, shall be surrounded by a jacket of tin, zinc, or galvanized iron, and shall be furnished with a strong iron poker, a shovel, and an iron pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both

* Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to within six inches of the ceiling, a good deal of the light on the left comes from above. To secure as much of the light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.

stoves and stove-pipes shall be polished at least three times a year. Provision shall also be made for ensuring a proper supply of moisture in the air.

In the schools of the larger urban centres an efficient Plenum system* of heating with automatic regulation of temperature should be provided. Where several small plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with in the class-rooms.

For Grade I the distribution of an even temperature throughout the school will be necessary.

Ventilation: Due attention shall be paid to the moisture and the temperature of the air. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least five times an hour. A volume of 2,500 cubic feet of pure air should be supplied per pupil per hour. The windows shall be adjusted by weights and pulleys; and, when the outside temperature permits it, they may provide the necessary change of air. In severe weather fresh air may be supplied by raising the lower sash and placing a close-fitting window board beneath it. The difference between the inside and outside temperature will produce an influx of air between the top of the lower and the bottom of the upper sash. At recess and for a time during the noon intermission and after school is dismissed the windows shall be raised from below and lowered from above; but the necessary constant ventilation during school hours cannot be secured by the windows. Where there is a stove, the pure air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the stove. This pure air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air furnace is used, the pure air shall be admitted to the steam coils or the base of the furnace. The outside air shall be taken in at least four feet from the ground, and the duct should be hooded and the opening screened with fine wire gauze. The air supply shall not be taken from the school room or from the basement. In the air space of each furnace or within the jacket of each stove there shall be a pan filled daily with water in the absence of more effective means of properly moistening the air. Sufficient moisture must be added to the air from evaporating pans or some other source to keep the relative humidity of the air at about 70 per cent.

In cold weather, the foul air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In buildings of one storey where ventilating ducts have not been provided in the chimneys, two tin, or galvanized iron pipes of sufficient size to allow the air to be changed five times an hour (the ducts being about nine inches by twelve inches) should extend on opposite sides of the class-room from near the floor, and run up through the ceiling beside the chimney, being so placed as to be well heated. When the pipe cannot be so placed, pipes of large diameter (a foot) with revolving cowls on the top of each will prove effective.

* In a Plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed, with ducts leading therefrom to the various rooms. An exhaust system of ventilation, operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation, but care should be taken to prevent injurious drafts. The inlets for the air shall not be near the ground, and the direction of the prevailing winds or draughts shall be carefully considered.

Without an upward draught the foul air cannot be removed. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only in warm weather or when the room is over-heated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts. It would, however, be better and, in the end, cheaper to build a new chimney with double flues. In new buildings a double flue chimney shall be built, the ventilating flue opening from the schoolroom. When storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow the ingress of pure air; or they may be placed on the inside and also hinged at the top.

An adequate supply of pure air is equally important in all schools whether rural or urban. Such a supply of pure air can be secured in large schools only when driven into the class-rooms by means of fans. A satisfactory fan system, such as the Plenum system, will be required for Grade I in the schools of the larger urban centres.

NOTES: 1.—In the pamphlet entitled "Plans for Rural School Buildings" will be found additional details of the requirements of good school accommodations.

2.—For the requirements of the accommodations for Manual Training, Household Science and Agriculture and Horticulture, see the special circulars issued by the Department. Before September, 1915, Regulations will be issued detailing the special requirements of the accommodations for Kindergartens.

3.—When occasion arises for their use, wooden models of school buildings suitable for small rural schools will be sent to the Inspector on application to the Deputy Minister.

Equipment

3. (1) Each school shall have at least the following equipment, which shall be subject to the approval of the Inspector:

(*a*) A clock for each class-room, kept in good condition.

A Fahrenheit thermometer.

A globe, not less than twelve inches in diameter and properly mounted.

A map of the hemispheres, a map showing the British Empire, a map of each Continent, of Canada, of Ontario, of the county or municipality (if a suitable map is published), of the British Isles, and of the United States.

A numeral frame, and an adequate supply of material for teaching numbers.

A set of mensuration surface forms and geometrical solids.

A blackboard set for each class-room, consisting of a protractor, a triangle, a pair of compasses, two pointers, and a graduated straight edge.

A pair of scales, with weights, to weigh from half an ounce to at least four pounds; a set for measure of capacity: pint, quart, gallon; a set for linear measure: inch, foot, yard, tape line; a set for square and cubic measures.

(*b*) A library containing:—

(i) An atlas, a gazetteer, and an English reference dictionary of British standard and authorization for each class-room.

(ii) As prescribed by the Text-book Regulations 3 and 11 —

The supply of History, Geography, and Hygiene Readers, and of the Golden Rule Books.

The works in English Literature to be read by the candidates for a Departmental examination.

Supplementary Reading.

(2) (*a*) In schools without Fourth or Fifth Forms, any of the items of the above equipment may be omitted which, in the judgment of the Inspector, are unnecessary.

(b) In graded schools as much of the above equipment shall be provided for each class-room as, in the judgment of the Inspector, is necessary.

(3) On the recommendation of the Inspector, the equipment shall include:—

(a) Such Art and Science supplies and apparatus, and such other charts, maps, and globes as may be needed for the school course; and—

(b) Additional works for school libraries selected from lists recommended by the Minister and by the Inspector with the Minister's approval.

NOTE.—Before September, 1915, Regulations will be issued detailing the special equipment for Kindergartens.

Number of Teachers and Class Rooms

4.—(1) There should not be more than an average attendance of twenty-five pupils for each teacher in the Kindergarten, or of forty in each of the class-rooms for Form I. In the case of the other Forms there should not be more than an average of forty pupils for each class-room.

(2) On the recommendation of the Inspector, an additional teacher and class room shall be provided by the Board when the average attendance in any school or grade or class thereof under its charge exceeds forty-five for two consecutive years.

Powers and Duties of School Boards

(1) Without the consent of the Board no advertisements shall be posted in any schoolroom, nor shall announcements be made to the pupils the necessity for which does not arise in connection with the Regulations.

(2) The Board shall employ a caretaker, whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etc., with damp dusters (preferably in the morning at least an hour before school); to make fires, at least one hour before the opening of school, and at such other times as the teacher may direct; to shovel the snow from the paths in winter, and, generally, to keep the accommodation in good condition.

(3) The Board shall provide for washing the floors at least quarterly and at such other times as may be necessary and for renovating during the summer holidays as often as may be needed, the walls and ceilings if papered or plastered, or for washing them if finished in wood or metal sheeting and painted.

NOTE.—For the statutory duties of School Boards see Part III.

Powers and Duties of Teachers and Supervisors

6.—(1) (a) In schools with more than one teacher, the head teacher shall be called the Principal and the others Assistants.

(b) A teacher in charge of more schools than one shall be called the Supervising Principal, and shall exercise over these schools such powers of a Principal as the Board may direct on the report of the Inspector or the local Chief or Senior Inspector, as the case may be.

(c) Subject to the instructions of the Inspector or local Chief or Senior Inspector, as the case may be, and the authority of the Principal—

(i) In an urban municipality, teachers holding Supervisors' certificates in Art, Music, Physical Culture, Household Science, and Manual Training may, respectively, be placed in general charge of said subjects in the Public or the Separate Schools.

(ii) In a town or a village, teachers holding Elementary certificates in Art or Music and permanent Second Class certificates may, respectively, be placed in general charge of said subjects in the Public or the Separate Schools.

(iii) In an urban municipality where there are more Kindergartens than one, a teacher with a Director's certificate may be placed in charge of all the Kindergartens and such teacher shall be known as a Supervisor.

(2) Subject to the provisions of the Schools Acts and the Regulations, the authority of the Principal shall be supreme in all matters of organization, management, and discipline.

(3) (*a*) Subject to revision by the Inspector, or the local Chief or Senior Inspector, the Principal shall determine the number of grades, the number of pupils to be assigned to each grade and class, and the order in which the subjects shall be taken up by the pupils.

(*b*) Subject to revision by the Inspector, the Principal shall make such promotions from one grade to another as he may deem expedient.

NOTE.—The written test, used exclusively, is in any grade an unsuitable basis of promotion. In the elementary grades, the class records are the most reliable basis, and even in the more advanced grades the final written test and the class records should be considered together.

(4) (*a*) The time-table for the different Forms and Grades of the school shall be prepared by the Principal or, subject to his direction, by his assistants, and shall be submitted to the Inspector, who shall make such modifications therein as he may deem expedient.

(*b*) A copy of the time-table for each class-room shall be kept posted in a conspicuous place therein.

(*c*) In the time-table for each Form or Grade, periods shall be allowed each pupil every day for independent study and for seat work provided and supervised by the teacher.

NOTE.—Suggestions for the construction of a time table will be found in the Teachers' Manual: THE TIME TABLE.

(*d*) The amount of home work assigned in any Form shall be subject to the approval of the Inspector.

(5) Beginning with the school year 1915-16, the Principal of a rural school shall, subject to instructions from the Minister, send to the Inspector a statement of the names and addresses of all pupils between the ages of eight and fourteen inclusive, who have been irregular in attendance, and of all children in the Section between the same ages who have not been in attendance.

NOTE.—In Part III is quoted the amendment of 1914 to *The Truancy Act*, under which the Minister's instructions will be issued. The amendment cannot come into force until after the assessment of 1915, when the necessary statistics in regard to pupils who are not in attendance will be available.

(6) (*a*) If a parent or guardian fails, after due notice by the Principal, to provide his child or ward with the text-books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the Board, the Principal shall notify promptly the Board of such neglect and the Board may suspend the pupil or it may provide him with such text-books or other supplies and exempt him from the payment of such fees.

(*b*) If a pupil injures or destroys school property the Principal shall notify the parent or guardian, and if he fails to make good the damage within a reasonable period, the Principal shall submit the matter promptly to the Board for settlement.

(7) (*a*) For the purpose of preventing accidents and improper conduct when the pupils are not in the classrooms, the accommodations should be under suitable supervision. This supervision, where convenient, may be exercised by the Principal, or may be entrusted by him to one or more members of the staff or the caretaker, or the senior pupils.

(*b*) At least once a month in school buildings of more than one storey the Principal shall hold a fire drill in which all the pupils shall take part.

(8) Every teacher should be in his place in the school at least fifteen minutes before the opening of the forenoon session and at least five minutes before the opening of the afternoon session.

(9) When the Public or Separate and High or Continuation Schools use jointly the same building or the same grounds, the authority of the Principal of the High or Continuation School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(10) It shall be the duty of the Principal to inspect the premises daily and report without delay to the Secretary of the Board or a special officer appointed by it any needed repair or want of attention on the part of the caretaker, and to endeavour by all means in his power to secure proper care thereof by the pupils.

Duties of Pupils

7.—(1) A pupil registered in a Day or a Night School shall attend punctually and regularly.

(2) He shall be neat and clean in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to the teachers; and he shall submit to such discipline as would be exercised by a kind, firm, and judicious parent.

(3) A pupil on returning to school after absence shall give the Principal from the parent or guardian, orally or in writing as may be required by the Principal, the reason for his absence. If this reason is not satisfactory, the Principal shall communicate with the parent or guardian, and, in the event of no satisfactory explanation, he may refuse the pupil admission thereafter, but he shall then submit the question to the Board for settlement.

(4) A pupil may retire from school at any hour, with the consent of the Principal, or at the request, either oral or written, of his parent or guardian. If, however, the Principal has reason to believe that an unjustifiable use is being made of this privilege, and is unable to secure due amendment, he shall submit the question to the Board for settlement.

(5) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed by such parent or guardian on his behalf.

Arbor Day and Empire Day

8.—(1) (*a*) In rural school sections and in villages Arbor Day, the first Friday in May or a school day as near thereto as climatic conditions will permit,

shall be devoted to planting shade trees, making flower beds, and otherwise beautifying and improving the school grounds.

NOTE.—Suggestions as to the laying out of school grounds are given in the pamphlet entitled "Improvement of School Grounds," a copy of which has been sent to each Board, and which should be kept in the School Library.

(*b*) When any date other than the first Friday in May is selected as Arbor Day by the Principal he shall notify the Inspector promptly.

(*c*) On Arbor Day, songs, readings, and recitations, designed to cultivate greater interest in trees and flowers and in the study of nature, shall form part of the exercises in all schools.

(2) Empire Day, the last school day before the 24th of May, shall be duly celebrated in every school: the forenoon being devoted to a study of the greatness of the British Empire, and the afternoon to public addresses, recitations, music, etc., of a patriotic character.

School Flags

9. A School Flag with cord and pulley in good working order shall be provided at every school, and the Flag shall be flown on Public Holidays and on such other occasions as the Board may determine. When not so flown, it shall be displayed on the wall of the schoolroom; and, as opportunities may offer, its history and significance shall be suitably explained to the pupils by the teacher. Where there are more rooms than one, the Board may provide a flag for each, or may determine in which of them the flag is to be displayed.

School Terms and Sessions

Day Schools

10.—(1) Unless otherwise directed by the Board, as provided in (3) below, or with the approval of the Minister, the pupils attending a Day School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon.

(2) At least one hour shall be allowed for recreation at mid-day, and at least ten minutes during each of the forenoon and afternoon sessions.

(3) In no case shall there be less than five hours of study a day, including the recesses in the forenoon and afternoon; but the Board may reduce to a minimum of half a day the hours of study for the pupils in the Kindergarten and in the First and Second Forms.

(4) The periods for physical culture should be separate from the periods for the recess, and the periods both for recess and for physical culture shall be so arranged as to afford due relaxation from mental strain.

Night Schools

11.—(1) (*a*) A Board may establish Night Schools with courses of study selected from the General Course of Study for the Day School by the Inspector or the local Chief or Senior Inspector, as the case may be, with the concurrence of the Board.

(*b*) Subject to the approval of the Principal, the pupil shall select his subjects of study.

(2) Except for Manual Training or Household Science in the case of those who attend a Day School where these subjects are not taken up and where admission to the Night School has been approved by the Principal of the Day School, no pupil who attends a Day School may attend a Night School.

(3) The Night School year shall consist of two terms beginning and ending on such dates and with such vacations as the Board may determine, subject to the approval of the Minister.

(4) The weekly number of sessions and the length of each session shall be settled by the Board, subject to the condition that the length of each session shall not exceed two hours and a half.

(5) Night Schools shall be subject to the same regulations as the Day Schools with respect to management, the discipline of the pupils, the duties and qualifications of the teachers, and the use of text-books.

Organization of the Courses of Study

General

12.—(1) Subject to any instructions that may be issued by the Minister from time to time, the Courses of Study shall be taken up in two main divisions as follows and as defined in the syllabuses and the regulations below:

I. The Primary Stage: The Kindergarten, the Kindergarten-Primary, and Forms I-IV.

II. The Secondary Stage: Form V.

NOTES: 1.—Subject to the provisions of *The Truancy Act*, the Courses for Forms I to IV are obligatory on all children from eight to fourteen years of age, but, as provided in *The Public Schools Act* and *The Separate Schools Act*, they may enter at five years of age.

2.—As provided by *The Public Schools Act* and *The Separate Schools Act* every person between the ages of five and twenty-one has the right to attend free the Public or Separate School in the urban municipality or rural school section in which he resides, and children between the ages of four and seven may attend Kindergarten Schools, subject to the payment of such fees as the Board may deem expedient.

(2) Except in the case of the provision for religious exercises and instruction for the Public Schools in Regulation 16 below, the courses of study shall be the same for both the Public and the Separate Schools.

(3) In school sections where the French or the German language prevails, the Board may, in addition to the Courses of Study prescribed herein, require instruction to be given in French or German Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French and German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public and Separate Schools shall be set aside because of the use of the authorized text-books in French or German.

(4) Without the consent of the Minister no subject may be added to those provided for in the Syllabuses of the Courses.

Grades

13.—(1) The range of the course in each subject of the Kindergarten and of each Form or Grade of Forms I-V is defined in regulations below.

(2) Certain courses in the Forms have been divided, each, into a Junior and a Senior Grade; but, according to the conditions of the school, these grades may be combined or may be divided differently by the Principal. Similarly each of the other courses may be divided into grades.

(3) For normal pupils, the course in each of the Forms is intended to take two years; but, throughout the school, pupils shall be classified by the Principal in accordance with their aptitudes and attainments, and the organization shall be flexible enough to allow the promotion within the school year of capable pupils, in all or any of the subjects of the grade.

Form V

14.—(1) Pupils who have passed the Junior High School Entrance examination, and such other pupils as are considered qualified by the Principal and Inspector, shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form; but in a rural section or an urban municipality, having a High or Continuation School, it shall not be obligatory for the Board to maintain a Fifth Form, if resident pupils of the High or Continuation School are not charged fees for the Lower School.

(2) In lieu of establishing a Fifth Form, the Board of any rural school section may arrange with the Board of a High or Continuation school which, in the opinion of the Board and the Inspector, is readily accessible, for the instruction thereat of such pupils of its school as are entitled to admission to a High or Continuation School.

Auxiliary Syllabuses

15. At the request of the Board and on the report of the Inspector or local Chief or Senior Inspector, as the case may be, the Minister may approve of modifications of the syllabuses as prescribed below, in order to provide suitable courses of study for (1) retarded pupils, and (2) for pupils who are subnormal mentally, physically, or morally.

NOTES: 1.—For recommendations as to the organization, management, and teaching of certain of the above classes of pupils, see *The Auxiliary Classes Act*, and Educational Pamphlet No. 7: THE ORGANIZATION AND MANAGEMENT OF AUXILIARY CLASSES, which will be published about October and may be obtained on application to the Deputy Minister.

2.—Under *The Industrial Education Act* pupils who have completed the course for Form III may take a General Industrial Course provided by the Advisory Industrial Committee.

Religious Exercises and Instruction in the Public Schools

16.—(1) (*a*) Every Public School shall be opened with the reading of the Scriptures and the repeating of the Lord's Prayer, and shall be closed with the Lord's Prayer or the prayer authorized by the Department of Education; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(*b*) (i) In schools without suitable waiting-rooms or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with, and the reading of the Scriptures shall be deferred in inclement weather until the closing.

(ii) To secure the observance of this regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those who have signified their objection thereto may retire.

(*c*) If the parent or guardian objects to his child or ward taking part in the religious exercises, but directs that he shall remain in the school-room during these religious exercises, the teacher shall permit him to do so, provided that he maintains decorous behaviour during the exercises.

(*d*) If, in virtue of his right to be absent from the religious exercises, any pupil does not enter the schoolroom in the morning till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(*e*) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (*a*) above.

(2) (*a*) The Scriptures shall be read daily and systematically. The parts to be read may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Association, as the Board by resolution may direct.

(*b*) The Board may also order the reading of such parts by both pupils and teachers daily at the closing of the school, and, in addition, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the Principal from the Bible.

(*c*) If the Board does not pass the resolution provided for in (*a*) above, the teacher shall make the selection himself after duly notifying the Board of his intention, but such selection shall be subject to revision by the Board at any time.

(3) (*a*) (i) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own denomination, in each school-house, at least once a week, after the hour of closing the school in the afternoon.

(ii) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(*b*) If the clergymen of more than one denomination apply to give religious instruction in the same school house where the number of class-rooms is insufficient for all at the same time, the Board shall decide on what day of the week a class-room shall be at the disposal of each, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a Public School during regular school hours.

The Kindergarten

SYLLABUS OF COURSES

Purpose

17. The Kindergarten is intended to combine the nurture of the home with the rational discipline of the school, and is accordingly the introduction to the work of Forms I-IV. Through the Songs, Games, and Stories, ideals

of right living on the plane of the child's life are made clear and self-compelling; and, through the Material, the intellectual powers are nourished, the senses are trained, interest is stimulated, constructive imagination is cultivated, and a basis is laid for the formation of good intellectual, moral, and physical habits. The Kindergarten thus preserves the freedom and play spirit of early childhood and at the same time prepares the child to be an intelligent, orderly, and industrious pupil of the school.

COURSES IN THE SUBJECTS

18. Subject to any instructions issued by the Minister from time to time, the courses in the subjects of the Kindergarten syllabus are classified and shall be taken up as follows, in accordance with the age and development of the pupils:

Religious Exercises

(1) The Kindergarten shall be opened in the morning with a suitable prayer and hymn.

Manners and Morals

(2) Throughout the course the teacher should incidentally, through the songs, games, talks, and stories, from current events, and by her own example, seek to establish good habits in morals and in manners. The outline of duties suggested for the courses should be used as a guide.

Gifts

FIRST GIFT

(3) (*a*) Plays emphasizing activity, as twirling, tossing, hiding and finding, rolling and aiming games.

(*b*) Symbolic or Representative Plays from the basis of Analogy:

(i) Action basis: Squirrel, clock, bell, windmill and other symbolic activities.

(ii) Colour basis: Fruit games, bird games, etc.

(*c*) Plays with balls of different colours leading to conscious comparison and recognition of qualities.

(*d*) Grouping plays: Observation games where colour is taken away or added.

Playthings related, to be used in the Kindergarten incidentally: Animals, dolls, tin soldiers, jumping-jacks, etc.

SECOND GIFT

(4) Plays emphasizing activities and qualities:

(*a*) Action plays: Not Rotary, merely to discover possibilities and differences as rolling and sliding games.

(*b*) Hiding plays: Intensifying idea of different objects by discovery.

(5) Plays emphasizing Imitation and Analogy:

(*a*) Simple Plays: Using parts of gift separately, rolling pins, potato masher, churn, etc.

(*b*) Collective Plays: Loading fruit barrels, boxes, squirrel plays, etc.

(6) Recognition of Type Forms and Rotary Plays:

(*a*) Rotary Plays: Rolling back and forth in box and experimenting freely.

(*b*) Strings attached to frames of box, and forms suspended alternately and set in motion.

(*c*) Strings attached to forms and twisting of strings by fingers.

Playthings belonging to the same general class, to be used in the Kindergarten incidentally: Tops, hoops, spinning plates, tin bubbles, jumping-jacks, spools, kaleidoscopes, beads, etc. All nested playthings, nest of cubes, spheres, cones, etc.

THIRD GIFT

(7) Play exercises that will balance one another, appealing to and developing the child on every side of his being, as, for example, experimental, imitative, suggestive, memory, dictated, free play. Emphasis to be placed on free play.

(*a*) Those showing simple relationship; for example, where different forms are represented, but all appear on the table at once.

(*b*) Those in which all of the material is employed in each new step, but which represent only variations of one single idea (frequently size is the element of variation).

(*c*) Those in which memory plays a more conspicuous part, as the idea which binds the sequence calls out different objects with different names.

(8) Art Side: Decorative Design, borders, symmetrical units, sequences in forms of beauty.

All expression of mathematical calculation to be confined to counting.

FOURTH GIFT

(9) Plays and exercises following the suggestions for the Third Gift. Salient features to be considered in exercises, variations in dimensions, surface approximation, balance, transmitted motion, inclosure of space.

Some forms or series of forms constructed in previous Gifts to be carried over to the new one, in order to help to expand the idea of construction in the Gifts and to serve to bring out more prominently the new features.

NOTE 1.—The Fourth Gift is not to be taken with children below five years of age.
NOTE 2.—The Third and Fourth Gifts are to be combined preparatory to the use of the Fifth Gift.

FIFTH GIFT

(10) General plan as with Third Gift. The new characteristic, the oblique line, should be in evidence in the exercises from the beginning. In order to effect this, the first plays with the Gift should give opportunity for working with the whole, handling the parts that are difficult to handle, but without confusion in the handling. The older pupils should analyze the various prisms and have varied experiences in discovering problems described according to form and content, but should not be asked to express these experiences in formal language.

SIXTH GIFT

(11) General plan of procedure as in the previous Gifts so far as material will permit.

Exercises to re-establish the experiences in dimension, balance, transmitted motion, and inclosure of space.

The facts of number, form, proportion and balance to be acquired by the repetition of the simple building forms in the use of the Fifth and Sixth Gifts.

PICTURE MAKING GIFTS

(12) (*a*) Tablets: Play exercises in the recognition of the different forms. Possibilities of combination: pictures of life forms by outline and surface representation; experimental, original, suggested, or directed.

NOTE.— The work in tablets and sticks should be considered the first step in the work of the Public School grades in design as required in sewing, art, and the various forms of manual work. Seeds may be used in supplementary work.

(*b*) Sticks and Rings: Pupils to be encouraged to invent freely with the elements. The material lends itself to great variety of productions in every line, because of the difference of length in sticks and of sizes of rings and half-rings. Same general plan to be observed in their use as in Tablets. Emphasis on measurement, form, number, size, to be placed on production.

(13) Art Side: Development of symmetrical designs in borders, units, "allover" repeats, sequences.

Occupations

(14) Sewing: Straight lines leading to borders, symmetrical designs.
Outlining of picture cards in suitable colours.

NOTE.—This course should form the foundation for the sewing course of Form I.

(15) Art Exercises in correct use of pencil; recognition of standard colours, freehand expression with soft pencil and coloured crayons in illustrative drawing and reproduction of natural forms and common objects.

(16) Folding: All folding to be given in sequence; the initial sequence to consist of the simplest possible folds, repeated until dexterity is gained by the child.

As the child's manual dexterity increases, the sequences to become slightly more complicated, leading naturally into the construction work of the primary grade.

(17) Cutting: Exercises in the use of scissors; stripping and fringing paper, which may then be made into simple objects; cutting out and pasting illustrative pictures; a simple sequence of Froebelian cutting; freehand cutting.

(18) Modelling: Materials: Plasticine, clay, or sand.

(*a*) Clay or plasticine.—Exercises in modelling simple objects; recognition of type forms, free expression.

(*b*) Sand.—Three forms of expression to be used in exercises; hollowing out, building up, surface work as the imprint of a tablet or by lines and drawing.

Occupations such as bead stringing, tiles, nature materials, to be used to supplement the work of the regular Gifts.

Songs and Games

(19) Great care to be exercised in the selection of words and music. The first songs to connect vitally with the home; simple melodies relating to mother, home and God; patriotic and trade songs; Mother Goose rhymes, and simple nature songs awakening the child's sympathy and interest in nature.

The games to be simple, requiring a minimum of attention and fatigue and standing and sitting alternately.

(*a*) Movement plays, the chief object of which is to provide for bodily exercises and development, as up and down games of imitation: skipping and dancing games.

(*b*) Symbolic and representative games, nature activities, human activities, industrial activities.

(*c*) Sense games.

Stories

(20) Stories to be selected according to the age and experience of the pupils. From the Bible; fairy stories; life of nature; stories of other children; fables; historical stories; dramatization.

Nature Study

(21) Nature Study to be taught through songs and conversations.

(*a*) Autumn: flowers, vegetables, fruits, nuts, buds, leaves, planting of bulbs.

(*b*) Winter: birds, trees, frost, ice, snow, sports, heat, cold, steam, sun, moon, stars.

(*c*) Spring: melting snow, sap, buds, leaves, birds, animals, care of bulbs, planting of seeds.

(*d*) Summer: care of gardens.

(*e*) Books: industrial activities, festivals.

Kindergarten-Primary

19.—(1) When pupils enter school at four or five years of age, a half-day Kindergarten Course should be taken. When they enter at six or later, the Board is authorized to establish a Kindergarden-Primary Course—a combination of the Kindergarten and the First Form Course—in forenoon and afternoon sessions, under a teacher holding a Kindergarten-Primary certificate, as soon as such teachers are available.

(2) The Board may also establish at once a Kindergarten-Primary Course with forenoon and afternoon sessions, for pupils over five years of age and below Form II, under, at least, one teacher holding a Kindergarten Director's certificate and one holding a Public School certificate. The topics and sub-topics of the course shall be selected by the Inspector or the Local Chief or Senior Inspector, as the case may be.

Forms I to IV

SYLLABUS OF COURSES

Purpose

20. (1) *General.*—The purpose of the Courses for Forms I-IV, considered as a whole, is to enable the teacher to train his pupils to become efficient members of society.

(2) *Special.*—The courses of study prescribed in the syllabus below represent the typical experiences of the race that are worthy of transmission at this stage in the preparation of the pupil to become an efficient member of society. The object of the course in each subject as a member of the General Course is as follows:

Reading.—To train the pupil so that he may be able to find for himself the thoughts and feelings conveyed by the written or printed words and may be able to communicate them to the listener so that he may appreciate them.

Spelling.—To enable the pupil to use the forms, approved by custom, in the mechanism of his written composition.

Literature.—To create in the pupil a taste for good books and to provide him with an ennobling means of enjoying his leisure, while broadening his knowledge, moulding his character, and aiding him to feel the beauty and power of artistic expression of thought and feeling.

Grammar.—To apply the principles of correct speech to oral and written composition and to give an insight into the structure of our thinking and expression.

Composition.—To train the pupil to speak and to write good English as a fixed unconscious habit and to think clearly and logically as a basis for clear and logical expression.

Writing.—To enable the pupil to record his thoughts and feelings rapidly and legibly.

Arithmetic.—To enable the pupil to acquire facility, accuracy, and promptness in the use of numbers in calculation, and to learn to reason correctly.

Geography.—To train the pupil to know and appreciate the most important of the following in their relations to man's welfare: the natural features and phenomena of the earth; the races, nationalities and institutions of man; and the economic products of the different countries.

History.—To arouse in the pupil an interest in historical characters and events, to give him a knowledge of his civil rights and duties, to stimulate a love of high ideals of conduct, and to enable him to appreciate the logical sequence of events.

Hygiene.—To provide the pupil with the knowledge necessary for the maintenance of his health and to ensure such attention as will secure this object.

Physical Culture.—To develop the pupil's body symmetrically by rational exercises and organized play and games, securing at the same time strength, ease, and grace, with correct and prompt obedience to the will.

Art.—to beautify and ennoble the pupil's life by the sympathetic contemplation of Nature and of works of art, and to develop facility in the use of Art as a means of expression.

Nature Study.—To train the pupil to observe and interpret independently the common phenomena of the world about him, and thus to broaden and deepen his interests and his sympathy with nature.

Manners and Morals.—To train the pupil in those rules of social conduct that are the outgrowth of regard for the feelings and the convenience of others, and in the principles of morality and the formation of good habits.

Music.—To cultivate in the pupil a taste for good music, to provide an ennobling means of emotional expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

Book-keeping.—To enable the pupil to keep such business accounts as he may need in ordinary life.

Manual Training.—To train the pupil's hand and eye, to serve as a means of self-expression, to correlate the work of the school with the activities of the home, and to develop a sympathy with manual occupations.

Household Science.—To train the pupil's hand and eye, to develop a sympathy with manual occupations, to correlate the work of the school with the activities of the household, and to give her a knowledge of economic and health conditions in the management of the home.

Agriculture and Horticulture.—To train the pupil's hand and eye, to correlate the work of the school with the activities of the home, and to promote a love for nature and country life.

NOTE.—It is most important that the teacher should appreciate and constantly bear in mind the purpose of the courses considered as a whole and the purpose of the course in each subject considered as a function thereof. Due regard for the above definitions will give unity and proper direction to the work of the school.

Classification and Limitations

21.—(1) The courses in the subjects of the syllabus of Forms I-IV, as set forth in Regulation 23 below, are classified in three groups, and shall be taken up as follows:

GROUP I

Reading, Literature, Composition, Spelling, Grammar, History, Geography, Writing, Arithmetic, and Manners and Morals.

The above courses are *obligatory* and shall be taken up without the omission of any of the topics or sub-topics prescribed.

GROUP II

Hygiene, Physical Culture, Art, Nature Study, and Vocal Music (when the teacher is competent).

The above courses are *obligatory* and shall be taken up as prescribed, or as follows:

(*a*) Subject to modification by the Minister, such topics and sub-topics of the courses in Hygiene, Art, and Nature Study prescribed for Form IV may be omitted as are recommended by the High School Entrance Board. See Regulation 3.

(*b*) Subject to modification by the Inspector, such topics and sub-topics of the courses in Physical Culture and Vocal Music prescribed for Forms I-IV, and of the courses in Hygiene, Art, and Nature Study prescribed for Forms I-III may be omitted as the Principal may deem necessary in the condition of his school.

GROUP III

Book-keeping, Manual Training, Household Science, and Agriculture and Horticulture.

Subject to the following conditions, the above courses are *optional*:

(*a*) On the recommendation of the Inspector, the Board may select from the list such course or courses prescribed for Forms III and IV as in its judgment are desirable and practicable in the condition of the school.

(*b*) The Manual Training and the Household Science of Forms I and II shall be taken up if in the judgment of the Inspector the condition of the school will permit.

(*c*) Subject to modification by the Inspector, such topics and sub-topics of the course or courses taken up under (*a*) and (*b*) above may be omitted as the Principal may deem necessary in the condition of the school.

(*d*) When Legislative grants are desired, the courses concerned shall be taken up in accordance with the Regulations prescribed for such grants.

(2) When there are more Public School Inspectors than one in a High School district, the duties assigned above to the Public School Inspector shall be performed by the local Chief or Senior Public School Inspector, as the case may be, after due consultation with his colleagues or colleague.

General Instructions

22.—(1) In the life of the community and the individual, the typical experiences [See Reg. 20 (2)], which, in the school syllabus, appear as separate subjects of study, are not isolated sections, but possess unity and continuity. Accordingly, in the process of instruction, the teacher, having due regard to the main purpose and the orderly presentation of each subject, should, as far as practicable, correlate each subject in a natural way, with related subjects. in order to maintain the aforesaid continuity and unity and to facilitate thereby the work in all the subjects of the Course.

NOTE.—The due correlation of the related subjects will be systematically dealt with in the revised editions of the Teachers' Manuals.

(2) When pupils are promoted, the necessary connection should be made by means of reviews between the work of the new grade or form and the old one, and the subjects of the old grade or form which are not repeated in the new one but which demand further attention, should be reviewed at the teacher's discretion.

(3) Accuracy, neatness, and rapidity should be required from the pupils in all work.

(4) Self-criticism by the pupils should be encouraged in all work.

(5) The writing and spelling should be carefully supervised in all written work, and the composition, in all oral and written work.

(6) Besides the provision in each Form for the formation of good habits by means of the special courses in *The Golden Rule Books* and of the educative processes of the other subjects, the teacher shall give instruction in moral principles and practices and good manners, incidentally from current incidents, from the lessons in Literature, History, etc., by anecdotes and didactic talks, by his selection of supplementary Literature, and by his own example as well as by precept.

(7) Such of the elements of Grammar as are indispensable in teaching the Composition of Form III may be taken up *incidentally;* but the subject shall not be taken up in a separate class, and formal grammar shall not be taken up before Form IV.

(8) As far as conditions permit the range of the courses should be extended by Supplementary Reading. In addition to *The Golden Rule Books* prescribed under Manners and Morals for each Form, the following shall be the minimum provision for supplementary reading in English Literature:

For the Senior Grade of Form I and for each Grade of Form II, two additional books (prose and poetry); and for each Grade of Forms III and IV, three additional books (prose and poetry).

The Golden Rule Book shall be read in class; the additional books shall be read in school under the Principal's supervision, or at home under his direction, as he may deem expedient.

NOTE.—The formation of a proper taste in Literature is so important that as many other suitable books as practicable should be read by the pupils under the direction of the teacher.

COURSES IN THE SUBJECTS

23.—The following are the courses of study in the subjects of Forms I-IV.

(1) In some cases, the topics and sub-topics are given below; in some, they are contained in the teachers' manuals, especially in the manual, TOPICS AND SUB-TOPICS;* and in others, in the authorized and prescribed text books. Besides

* In the case of a few of the subjects, only the topics are given pending the publication of the Teachers' Manuals. In the meantime, the sub-topics are at the discretion of the Principal and the Inspector.

affording guidance in methodology, the manuals contain further details of the courses; but, unless otherwise stated, these are to be followed only at the teacher's discretion, and, in organizing his work, he should consider the pupils' environment and their probable future needs.

(2) In the following courses, accordingly, no distinction is made between the provision for urban and rural schools. The optional subject of Agriculture and Horticulture is especially suitable for rural schools, but some of the topics and subtopics may be taken up with advantage in urban schools also.

Form I

GROUP I

Junior Grade

Reading and Spelling.—Word recognition by means of the phonic method, the word method, the sentence method, or a combination method.

Intelligent and intelligible reading from the black-board and the primer.

Supplementary reading.

Simple dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in breathing, articulation, and vocalization.

The spelling of easy phonic words from the primer.

Transcription.

Literature and Composition.—Story-telling and the reciting or the reading by the teacher of suitable selections in prose and poetry.

The oral reproduction by the pupils of such recitations or readings.

Talks upon special anniversary days—Thanksgiving, Christmas, and Easter.

Narration by the pupils of personal experiences.

The memorization by the pupils of choice selections in prose and poetry.

Writing.—The development of letter forms.

Exercises in writing at the black-board and at the desk to acquire easy movement and lightness of stroke.

Black-board practice.

Arithmetic.—The objective development of the number idea.

Analysis and synthesis of numbers to 10.

The notation and numeration of numbers to 100.

Easy oral problems involving one step and related to the lives of the pupils.

Manners and Morals.—The course of the Kindergarten continued and extended.

Senior Grade

Reading.—Intelligent and intelligible reading from the First Book:

Supplementary reading.

Dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in breathing, articulation, and vocalization.

Literature and Composition.—Selections from the First Book.

Supplementary reading, silent reading.

The oral and written reproduction by the pupils in brief, complete sentences of the subject matter of such selections.

Talks upon special anniversary days—New Year's Day, St. Valentine's Day, and Arbor Day.

The reproduction of stories, told or read, about famous persons, places, peoples.

Oral and written expression of thoughts, suggested by observation of objects, plants, animals, and pictures.

The memorization of choice selections in prose and poetry.

Writing.—Development of letter-forms continued.

Exercises in writing at the black-board and at the desk to acquire ease of movement and lightness of stroke.

The use of the pen with easy freehand exercises towards the end of the year.

Spelling.—Spelling of easy words from the First Book and other sources.

Transcription and word-building.

Geography.—Observations of the local surroundings.

General notions of direction and time.

Simple observations of the weather and seasons, of the sun and moon, and of the land and water forms in the neighbourhood.

Simple observations of the activities of the home and the neighbourhood.

Arithmetic.—Analysis and synthesis of numbers to 20.

Notation and numeration to six figures.

Addition tables.

Addition and subtraction begun.

Objective development of pint, quart, gallon, peck; inch, foot, yard; and of the following coins,—one-cent, five-cent, ten-cent, Twenty-five-cent, fifty-cent pieces.

Easy oral problems, involving not more than one step in their solution, and related to the lives of the pupils.

Manners and Morals.—The course as set forth in *The First Golden Rule Book* and Regulations 22 (6).

GROUP II

Hygiene.—Simple lessons on the care of the hair, the teeth, the skin, and the nails, and the organs of the senses.

Simple lessons on eating, drinking, breathing, sleeping, neatness, and cleanliness.

Importance of pure water, fresh air, and sunlight.

Physical Culture.—The physical exercises contained in tables 1 to 12 inclusive in *The Syllabus of Physical Exercises for Schools,* authorized by the Department.

Organized play and games; the course of the Kindergarten continued.

NOTE.—Group 7 in each table should be taken in the school grounds, in the kindergarten room, or in the gymnasium.

Art.—Junior Grade.—Freearm drawing with charcoal, coloured chalks, black and coloured crayons, in illustrative drawings and in the representation of natural forms, toys, and interesting objects.

Recognition of the six colours—Red, Orange, Yellow, Green, Blue, Violet.

Simple decoration of constructed objects.

Senior Grade.—Freearm drawing with charcoal, coloured chalks, black and coloured crayons, in illustrative drawings and in the representation of natural forms, toys, and interesting objects.

The six standard colours.

The appropriate decoration of constructed objects.

Capital letters.

Picture study.

Nature Study.—A few birds and conspicuous insects.
Farm animals, including fowls.
Pet animals.
A few common trees.
Garden plots.
The study of plants from the garden and fields.
Care of potted and garden flowers.

Vocal Music.—Junior Grade.—(*For Schools using Tonic-Solfa and Staff Notations*).—The tones, Doh, Me, Soh, Te, and Ray, in all keys.

Simple measures with whole pulse tones and continuations, and half-pulse tones.

Kindergarten songs, and simple rote songs.

(*For Schools using Staff Notation only*).—The tones Doh, Me, Soh, in all keys.

Whole notes, half notes, and quarter notes, in simple times, with quarter-note beats.

The Treble Clef.

Simple rote songs.

Senior Grade.—(*For Schools using Tonic-Solfa and Staff Notations*).—The course of the Junior Grade continued and extended.

The complete major scale.

Half-pulse continuations.

(*For Schools using Staff Notation only*).—The course of the Junior Grade continued and extended.

The complete Major Scale in all keys.

Eighth notes, in simple times, with quarter-note beats.

Rote songs.

GROUP III

Manual Training.—Free modelling in clay or plasticine as a means of expression in connection with home and school life. Representation of objects—e.g. oranges, apples, nuts, etc.

Papercutting: free cutting and mounting, folding simple geometric figures, such as square, rectangle, triangle and the use of these as elements in the formation of patterns.

Weaving: formation of patterns and designs on paper looms. Raffia work, making simple objects such as bags, mats, napkin rings, picture frames, etc.

Household Science.—Simple talks on the necessary tools, materials, and terms used in sewing.

Instruction in the uses of the needle and thimble.

Simple stitch-forms with wool on canvas.

Practical application of each stitch-form in the making of such articles as mats, jewel cases, hair receivers, needlebooks, etc.

Form II

GROUP I

Reading.—Intelligent and intelligible reading from the Second Book.

Supplementary reading.

Dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in breathing, articulation and vocalization.

Literature.—Selections from the Second Book.

Supplementary reading; silent reading.

Story-telling and the reciting and the reading, by the teacher, of suitable selections in prose and poetry.

The learning and reciting of choice selections in both poetry and prose.

Composition.—Oral and written reproduction of stories told or read.

Transcription.

The study of capitals, abbreviations, and punctuation begun.

Narration of personal experiences and observations.

Original written work begun.

Simple letter writing.

Sentence forms: statements, questions, commands, and exclamations.

Writing.—Practice at the desk and at the black-board to develop the correct forms of small letters, capitals, and figures.

Movement exercises to acquire ease and control of movement.

Spacing and joining.

Copy books or graded exercises.

Spelling.—Dictation from the Second Book and other sources; the use of the Speller optional.

Transcription.

Word-building.

Simple homonyms.

Such contractions and abbreviations as are required in class work.

Proper names as required in class work.

History.—Pioneer life in Canada with local references.

Bible stories and stories of famous persons.

Special anniversary days, including Victoria Day, Dominion Day, Empire Day, and Labour Day.

Geography.—Observation of land and water forms continued. The representation of the forms of land and water by modelling and drawing.

Observations of the common phenomena of the weather, and the changes and characteristic features of each season.

Outline study, on a globe and on the map of the world, of the earth as a whole, its continents and oceans, and the relative position of each.

Local geography; map drawing; local marketing, local industries, raw material, products, and distribution.

Places of geographical and historical interest in the neighbourhood.

The people of the locality and their nationalities.

Child life in other lands.

Arithmetic.—Notation and numeration to nine figures.

Addition and subtraction; multiplication and division.

Objective development of pint, quart, gallon, peck, bushel, ounce, pound. Relation of minute, hour, week, month, year.

Easy problems, oral and written, involving not more than two steps in their solution and related to the lives of the pupils.

Roman notation to 1,000.

Manners and Morals.—The course as set forth in *The Second Golden Rule Book* and Regulation 22 (6).

GROUP II

Hygiene.—Simple lessons on the care of the hair, teeth, skin, nails, eyes, ears and nose.

Simple lessons on eating, drinking, breathing, sleeping, neatness and personal cleanliness.

The general effects of tea and coffee upon children.

Physical Culture.—The physical exercises contained in tables 13 to 24 inclusive, in *The Syllabus of Physical Exercises for Schools,* authorized by the Department.

Wand exercises.

Organized play and games.

NOTE.—Group 7 in each table should be taken in the school grounds, in the kindergarten room or in the gymnasium.

Art.—Freearm drawing with charcoal, brush and ink, water colours, coloured crayons, and pencils with large, soft leads, in illustrative drawings, and in the representation of natural forms, and of other common objects and of simple landscapes.

Drawing of animals and children.

Tints and shades of colour.

Simple design, applied, where possible, to constructed objects.

Lettering.

Picture Study.

Nature Study.—Birds and conspicuous insects.

Animals of the farm, field, and wood.

Animals of the park and zoological garden.

Trees of the farm, the roadside, and the wood; shrubbery and orchard trees.

Experiments in the germination of seeds.

Wild flowers, and weeds.

Care of potted and garden flowers.

Vocal Music.—(*For Schools using Tonic-Solfa and Staff Notations*).—The tones of the Major Scale in all keys.

Quarter-pulse divisions, the silent pulse and silent half pulse.

Unison songs.

(*For Schools using Staff Notations only*).—The tones of the Major Scale in all keys.

Dotted notes.

Whole pulse rests.

Time signatures.

Simple, duple, triple, and quadruple times, with half-note and eighth-note beats.

Simple unison songs, learnt by note.

GROUP III

Manual Training.—Paper folding: illustration of stories and days; cutting units and making designs; making simple objects, such as boxes, book marks, simple furniture, etc.

Cardboard modelling: objects previously made by paper folding to be drawn on and cut from cardboard; boxes, trays, baskets, cupboards, candle shades, picture mounts, etc.

Clay modelling with a wider range of objects and more attention to detail; illustration of land and water forms.

Geometric construction of the square, rectangle, and circle.

Household Science.—Instruction in the use of tools continued (including tape measure and scissors).

More advanced stitch-forms.

Study of cloth; cloth edges; folds and hems; plain seams.

Practical application of the principles in the making of such articles as needle-books, pen-wipers, dolls' blankets, dolls' aprons, iron holders, etc.

Form III

GROUP I

Reading.—Intelligent and intelligible reading from the Third Book.
Supplementary reading; silent reading.
Distinct enunciation, correct pronunciation and naturalness of expression.
Exercises in breathing, articulation, and vocalization.
The use of the Dictionary.

Literature.—Selections from the Third Book.
Supplementary reading; silent reading.
The learning and reciting of choice selections in both poetry and prose.

Composition.—Original narratives and descriptions.
Simple business and friendly letters.
The planning of compositions begun.
The study of the paragraph begun.

Writing.—Copy books and graded exercises.
Accuracy in letter forms, and freedom and control of movement.
Spacing and joining.
Simple accounts, bills, receipts, and cheques.

Spelling.—Dictation from the Third Book, the Speller, and other sources.
Word-building.
Simple homonyms.
Contractions and abbreviations in common use.
Attention to plurals and possessives.
Technical terms and proper names as required in school work.
The use of the dictionary.

History.—Stories of famous people, and important events in British and Canadian history, as set forth in the History Reader.

Special anniversary days.

Great events of current world history.

Elementary lessons in local municipal government and the duties of citizenship.

Geography: Junior Grade.—The earth as a whole: its form, rotation, axis, poles, equator; its hot, temperate, and cold regions.

The position, on a map of the world, of the continents with their chief countries and islands, and of the oceans with their chief seas, gulfs and bays.

The physical, political, and commercial geography of North America.

The Dominion of Canada as a whole and its provinces.

Ontario in particular with its local commerce: the leading articles of exchange, the chief collecting and distributing centres, the means of transportation, and the commercial routes.

The study of selected portions of the Geography Reader; supplementary reading.

Senior Grade.—Elementary notions of the sun, moon, stars, and earth in space.

An outline of physical, political and commercial geography of the Dominion of Canada and of each of its provinces, with the most important local commerce of each, the articles of exchange, the chief collecting and distributing centres; means of transportation and the commercial routes.

The Mother Country in general.

The British Empire and its chief component parts.

The further study of the Geography Reader; supplementary reading.

Arithmetic: Junior Grade.—The simple rules completed.

Simple bills and accounts.

Vulgar fractions in common use.

Tables of money, time, length, capacity, weight, area, and volume.

Simple exercises in reduction.

Problems, oral and written, applying the principles taught, and related to the lives of the pupils.

Senior Grade.—Reduction, and the compound rules.

Factors, simple measures, and multiples.

Addition, subtraction, multiplication, and division of easy vulgar fractions and mixed numbers.

Simple percentages—their relations to fractions.

Personal and cash accounts.

Perimeters and areas of rectangular figures; volumes of rectangular solids.

Oral and written problems.

Manners and Morals.—The course as set forth in *The Third Golden Rule Book* and Regulation 22 (6).

GROUP II

Hygiene.—Lessons on the care of the hair, teeth, skin, nails, the eyes, ears, and nose.

Health talks on sunlight, fresh air, cleanliness, food, exercise, sleep, disease germs.

The prevention and cure of tuberculosis.

The bad effects of alcoholic liquors and tobacco on children.

First aid in cases of drowning, bleeding, and fainting.

The Hygiene Readers and other supplementary reading pertaining to Hygiene.

Physical Culture.—The physical exercises contained in tables 25 to 48 inclusive, in *The Syllabus of Physical Exercises for Schools,* authorized by the Department.

Exercises with dumb-bells, wands, Indian clubs (for girls); mat exercises.

Organized play and games.

NOTE.—Group 7 in each table should be taken in the school grounds, in the kindergarten room, or in the gymnasium.

Art: Junior Grade.—Drawing with charcoal, pencils, brush and ink, water colours, (or coloured crayons), of plants, trees, landscapes, and common objects involving the foreshortening of the circle.

Illustration.

Drawing from the figure and from animals.

Complementary colours, graying of colours, 3 balanced tones of gray.

Simple design applied wherever possible in connection with constructive work.

Lettering.

Picture Study.

Senior Grade.—Drawing with charcoal, pencils, brush and ink, water colours (or coloured crayons), of plants, trees, landscapes, ainimals, birds, or insects, and common objects involving the foreshortening of the circle and the study of handles.

Grouping of two objects.

Illustration.

Drawing from the figure and from animals.

Scales of five balanced values (neutral or colour).

Simple design, applied wherever possible in connection with constructive work.

Lettering.

Picture Study.

Nature Study.—Birds and insects, especially in their relation to agriculture.

Farm and wild animals of the locality continued.

Garden work and studies in experimental plots in relation to the home and farm work.

The study of common flowers, trees, and fruits continued.

The study of weeds and their eradication.

Observation of natural phenomena and simple experiments to show the nature of solids, liquids, and gases; heat phenomena.

Soil studies and experiments.

Vocal Music.—(*For Schools using Tonic-Solfa and Staff Notations*).—The sharpened 4th, (Fe), and flattened 7th, (Ta), with simple modulations of one remove.

Pulse divisions of half-and-quarters, quarters-and-half, three-quarters-and-quarter, thirds.

Songs in two parts, from the Tonic-Solfa Notation.

Transition from Tonic-Solfa to the Staff Notation.

(*For Schools using Staff Notation only*).—The tones of the Major Scale in all keys.

Key signatures of from one to four sharps, or flats.

Half pulse continuations, with dotted notes or ties.

Compound duple time.

Simple songs in two parts.

GROUP III

Manual Training.—Clay modelling, paper cutting, cardboard modelling, work in thin wood.

Geometrical and mechanical drawing.

Household Science: Junior Grade.—Bills of household supplies.
Sources of common household materials.
Industries which prepare household materials.
Study of kitchen and equipment.
Hand-sewing.

Senior Grade.—Cleaning.
Cookery.
Serving.
Hand-sewing.

Agriculture and Horticulture: The Farm.—Maps of home farms, with cropping plans.
Breeds of farm animals.
Germination tests of farm seeds.
Simple classification of soils.
Seasonal studies of farm employments.

The Garden.—Growing of bulbs for winter and spring bloom.
Organization of Girls' Canning Club.
Methods of growing common vegetables and flowers.
Experiments and demonstrations with vegetables where there is a school garden.

The Orchard.—Surveys of fruit growing in locality.
Study of fruit-tree twigs.
How to prune old trees and renovate orchards.
How to plant trees and set out an orchard.

The School.—Attractive flower beds.
A well-kept lawn.
Climbing plants for fences and outbuildings.

Practical Work.—In home or school gardens or both.

Form IV

GROUP I

Reading.—Intelligent and intelligible reading from the Fourth Book.
Supplementary reading; silent reading.
Distinct enunciation, pronunciation, and naturalness of expression.
Exercises in breathing, articulation, and vocalization.
The use of the Dictionary.

Literature.—Selections from the Fourth Book.
Supplementary reading; silent reading.
The learning and reciting of choice selections in both poetry and prose.

Grammar: Junior Grade.—The sentence.
The sentence according to its form.
Subject and predicate.
Importance of function; different grammatical values of the same word.
The noun, the pronoun, the verb, the adjective, the adverb.
The object of the verb; the completion of the predicate.

The sentence according to its composition.
The phrase; the clause.
The preposition; the conjunction.
The interjection.
Practical applications to the pupils' oral and written expression.
Elementary analysis.

Senior Grade.—The sentence according to its form and composition.
Classification of words, phrases and clauses.
The elementary principles of syntax.
Analysis of easy sentences; easy parsing.
Practical applications to the pupils' oral and written expression.

Composition.—Oral and written narratives and descriptions, and letter writing.
The study of the paragraph.
The study of good models.
An elementary knowledge of the principles of effective expression.
Common synonyms and antonyms.

Writing.—Regular exercises in writing, including business forms, to secure legibility, beauty, lightness of touch, and speed.

Spelling.—Dictation from the Fourth Book, the Speller, and other sources.
Word-building and simple derivation.
Homonyms.
Inflected forms.
Technical terms employed in the various subjects of study, and proper names as required.
The use of the Dictionary.

History: Junior Grade.—A concise sketch of Canadian History to 1840 with more attention to the periods thereafter up to the present time.
Great events in current history.
The elements of the civil government of Ontario.
The duties of citizenship.

Senior Grade.—A concise sketch of British History to 1685, with more attention to the periods thereafter up to the present time.
Great events of current history.
The elements of the civil government of Canada.
The duties of citizenship.

Geography: Junior Grade.—The earth as a planet: its form, size, motions, and seasons.
Latitude and longitude.
The important physical features of the earth: continent structure and outline—the great mountain chains, highlands and slopes; the great river basins and river systems; the coast lines.
A brief study of Europe, and North and South America with reference to their principal physical and political divisions; their natural resources, industries and products; their leading routes of travel and commerce; their great centres of population.

Senior Grade.—Winds; elementary ideas of the nature and the influence of the prevailing winds, land and sea breezes, trade winds, polar winds, and monsoons.

Causes of ocean currents; the direction and the influence of the Gulf Stream, the Japan Current, and the Polar Currents; causes and movements of tides.

Eclipses of the sun and moon.

Climate: the principal influences which determine or which modify the climate of a place and which affect the products.

The light and heat zones and the distribution of plants and animals.

The study of North and South America continued, with a brief study of Europe, Asia, Africa, Australia and New Zealand with reference to the principal physical and political divisions, the climates, the natural resources, industries, and products, the routes of travel and commerce, and the chief centres of population. A more detailed study of Canada; the United States.

A more detailed study of the component parts of the British Empire, especially in their relation to Canada.

Arithmetic: Junior Grade.—Measures and multiples completed.

Vulgar fractions completed.

Notation, numeration, addition, subtraction, and multiplication of terminating decimals.

Simple percentage: Relation to fractions; simple application of percentage.

Simple cash accounts, showing revenue and expenditure.

Perimeters and areas of rectangular figures; volumes of rectangular solids.

Practical problems, oral and written, such as find direct application in ordinary life.

Senior Grade.—Terminating decimal fractions completed.

Percentage and its application to arithmetic: commission, trade discount, loss and gain, insurance, taxes, simple interest and bank discount.

Simple problems dealing with the perimeters and areas of rectangular figures and right-angled triangles; and the surfaces and volumes of rectangular solids.

Simple cash accounts, showing revenue and expenditure, and bank accounts, showing deposits and withdrawals.

Simple business forms—bills, accounts, receipts, cheques and promissory notes.

Practical problems, oral and written, such as find direct application in ordinary life.

Manners and Morals.—The course as set forth in *The Fourth Golden Rule Book,* and Regulation 22 (6).

GROUP II

Hygiene.—Fresh air and the ventilation of dwelling-houses.

Disease germs.

Pure and impure water.

The skin, the nose, the throat, the ears, the teeth.

Foods and digestion.

The blood and its circulation.

The bones and muscles.

The nervous system.

Clothing.

The effects of stimulants and narcotics.

First aid: drowning, bleeding, fainting, asphyxiation, etc.

Physical Culture.—The physical exercises contained in tables 49 to 72 inclusive, in *The Syllabus of Physical Exercises for Schools,* authorized by the Department.

Athletic exercises: exercises with dumb bells and wands; Indian clubs; balance exercises.

Organized play and games.

NOTES: 1.—Group 7 in each table should be taken in the school grounds, in the kindergarten room, or in the gymnasium.

2.—The exercises in italics in series C should not be taken in mixed classes.

Nature Study.—Injurious and beneficial insects and birds.
Aquatic animals.
Ornamental and experimental garden plots.
Tree studies.
The functions of plant organs.
Economic study of plants.
Relation of soils and soil tillage to farm crops.
Air and liquid pressure; capillarity and osmosis.
Oxygen and carbon dioxide.
Practical applications of heat, steam, and electricity in industries.

Vocal Music.—(*For Schools using Tonic-Solfa and Staff Notations*).—Staff Notation.
The sharpened 4th (Fe), and flattened 7th, (Ta).
The Minor Mode.
Sixteenth notes, triplets, and rests.
The Bass Clef.
Songs and exercises in two parts, from the Treble Clef.
Songs and exercises in three parts, with the lower part in the Bass Clef, adapted to the needs of boys whose voices are changing.

(*For Schools using the Staff Notation only.*)—The sharpened 4th, (Fe), and flattened 7th, (Ta).
The Minor Mode.
Sixteenth notes, triplets, and rests.
The Bass Clef.
Songs and exercises in two parts, from the Treble Clef.
Songs and exercises in three parts, with the lower part in the Bass Clef, adapted to the needs of boys whose voices have changed.

Art: Junior Grade.—Drawing with pencil, charcoal, brush and ink, and water colours or coloured crayons, of plants, trees, landscapes, objects, and animals.
Illustration.
Drawing from the figure.
Freehand drawing of simple rectangular objects.
Grouping of objects.
Scales of intensity, complementary harmonies.
Simple design.
Lettering.
Picture study.

Senior Grade.—Drawing with pencil, charcoal, brush and ink, and water colours or coloured crayons, of plants, trees, landscapes, objects and animals, or birds, or insects.

Illustration.

Drawing from the figure.

Interesting rectangular objects (freehand perspective).

Grouping of objects.

Making of colour charts and scales of hue, value, and intensity; analogous harmonies.

Simple design.

Lettering.

Picture study.

GROUP III

Book-keeping: Senior Grade.—Single entry day book, cash book, and ledger; such accounts as are used by housekeepers, farmers, and mechanics.

Bills, invoices, promissory notes, cheques, deposit slips.

Manual Training: Clay modelling, cardboard modelling, woodwork.

Mechanical drawing.

NOTE.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science: Junior Grade.—Cleaning.

The kitchen fire. Cookery.

Laundry work.

Hand-sewing.

Senior Grade.—Household sanitation.

Cookery.

Foods. Preservation of food.

Laundry work.

Home-nursing.

Hand-sewing.

Home-nursing.—The sick-room: location, size, ventilation, care.

Care of the patient's bed, bath, and diet.

Making of mustard and other simple poultices.

Hand-sewing.—More advanced work, involving a review and application of earlier work.

French, felled, and flannel seams; sewing on lace; plackets; darning; mending.

Practical applications of principles in the making of such articles as a flannel petticoat, dress, and set of underwear for large doll, stockinet darn, hemmed patch.

NOTE.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture: The Farm.—Weed seed impurities.

Structure of common grains and heads of wheat, oats, barley.

Milk testing and herd improvement.

Drainage principles and plans.

Farm buildings and machinery.

Rotation of crops. Growing improved oats, barley, or alfalfa; improving poultry.

Organization of Boys' Progress Clubs.

The Garden.—Study of the structure of flowers of the pea, bean, and pumpkin.

Window boxes and flower beds at school.

Making of a hot bed. Intensive gardening.

Experiments and demonstrations with grains and roots where there is a school garden.

The Orchard.—Grafting.

Study of fruit blossoms and formation of fruit.

Insects injurious to fruit and their treatment.

Care of an orchard.

Methods of packing and shipping fruit.

Fruit show at school in autumn.

The School.—Making the school grounds attractive with lawn, perennial border, and shrubbery. Keeping the roadside at front of school in good condition.

Form V

SYLLABUS OF COURSES

Purpose

24.—(1) *General.*—The purpose of the Course for Form V, considered as a whole, is the same as for Forms I to IV; namely, to enable the teacher to train his pupils to become efficient members of society, but with a more direct relation to the future needs of the individual.

(2) *Special.*—The courses of study for Form V represent, as do those for Forms I to IV, the typical experiences of the race that are most worthy of transmission at the secondary school stage in the preparation of the pupil, having regard in Form V to the greater segregation of the courses. The object of the course in each subject is as follows:—

(*a*) The courses in Manual Training, Household Science, Agriculture and Horticulture, and the Commercial subjects, besides having a cultural value, are more directly related than in Forms I-IV to the pupil's future occupation or to his preparation for the courses of the High, Continuation, Industrial, and Technical Schools.

(*b*) The courses in Latin, French, and German prepare for more advanced work in the High or Continuation School, and, when the course is taken up for two years, provide, if necessary, a working knowledge of both the spoken and the written language.

(*c*) Algebra is Arithmetic generalized and the special object is the same. The course in Geometry enables the pupil to attain skill in accurate measurement and in drawing, and through them in inductive and deductive reasoning.

(*d*) The purpose of each of the other subjects which are continued from Form IV and the necessity for their due correlation are the same in Form V, having regard to the modification of the general purpose.

Classification and Limitations

25.—(1) The courses in the subjects of the syllabus of Form V as set forth in Regulation 26 below, are classified in three groups, and shall be taken up as follows:

GROUP I

Reading, Literature, Composition, Grammar, History, Geography, Arithmetic, and Manners and Morals.

The above courses are *obligatory* and shall be taken up without the omission of any of the topics or sub-topics prescribed.

GROUP II

Physical Culture, Art, Elementary Science, and Algebra and Geometry.

(*a*) Of the above courses, Physical Culture and at least two of the other courses are *obligatory* and may be taken up as prescribed or, subject to modification by the Inspector, such topics and sub-topics thereof may be omitted as the Principal may deem necessary in the condition of his school.

(*b*) In the case, however, of pupils preparing for Junior or Senior Diplomas or the Senior High School Entrance examination, the courses therefor shall be those prescribed below, without omission of topics or sub-topics.

GROUP III

The Commercial subjects, Household Science, Manual Training, Latin, French, German, and Agriculture and Horticulture.

The above courses are *optional* and shall be taken up as follows:

(*a*) From the list, the Board may, on the recommendation of the Inspector, select such subject or subjects as in its judgment are desirable and practicable in the condition of the school.

(*b*) The courses selected may be taken up as prescribed or, subject to modification by the Inspector, such topics and sub-topics thereof may be omitted as the Principal may deem necessary in the condition of the school.

(*c*) In the case of pupils preparing for Junior or Senior Diplomas or the Senior High School Entrance examination and of schools desiring one or more of the special Legislative grants for Manual Training, Household Science, and Agriculture and Horticulture, the courses therefor shall be those prescribed below, with such modifications in the case of Agriculture and Horticulture as are provided for in the Regulations.

(*d*) (i) Latin, French, and German may be taken up only in schools with two or more teachers.

(ii) The teachers of Latin shall hold at least a First or Second Class certificate and shall have passed a Departmental or University examination in the language they undertake to teach.

(iii) The teachers of French and German shall hold either at least a First or a Second Class certificate and have passed a Departmental or a University examination in the language they undertake to teach; or a special certificate granted by the Minister of Education on submission of proof of academic and professional qualifications enabling them to teach the language in a Public or Separate School.

(2) When there are more Public School Inspectors than one in a High School district, the duties assigned above to the Public School Inspector shall be performed by the local Chief or Senior Inspector, as the case may be, after due consultation with his colleagues or colleague.

COURSES IN THE SUBJECTS

26. The following are the courses in the subjects of the Syllabus of Form V. In some cases, the topics and sub-topics are given below; in some, they are contained, with suggestive details and methodology, in the Teachers' Manual, TOPICS AND SUB-TOPICS; and in others, in the authorized text books. As far as conditions permit, the range of the courses should be extended by Supplementary Reading.

GROUP I

Junior and Senior Grades

English Composition.—Oral and written composition.

Elements of Narration, Description, Exposition, and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

The systematic and careful application of the principles of good English to the correction of the mistakes made by the pupils in speaking and writing.

NOTE.—If the pupils have been properly prepared in the Public and Separate Schools, special classes in Writing and Spelling should be unnecessary.

English Literature.—Intelligent comprehension of prescribed authors.

Supplementary reading, both prose and poetry.

Systematic oral reading in class.

Memorization and recitation of choice selections in prose and poetry prescribed by the Minister and selected by the teacher.

Physical Culture.—A systematic and well developed course of exercises in Drill, Calisthenics and Gymnastics, both free and with apparatus.

School games and Sports.

Where a cadet corps is maintained the courses therein should be given in accordance with the Regulations of the Department of Militia and Defence, Ottawa.

Manners and Morals.—Throughout the courses, incidental instruction in moral principles and practices and in good manners, incidentally from current incidents and from lessons in Literature, History, etc.; by supplementary literature selected for its moral value; and by the teacher's own example as well as by precept.

Junior Grade

Reading.—Intelligent and intelligible natural reading: the principles to be learned incidentally.

Exercises in breathing, articulation, and vocalization.

English Grammar.—A thorough review of the course prescribed for Form IV, with emphasis on the practical applications.

Geography: Commercial and Map.—The following countries with reference to their principal resources, industries, and productions; the commercial relations and routes of travel and commerce; the centres of population; the condition of the people; and their forms of Government.

(1) The United States, Mexico, Central America, the Lowland and Andean States of South America, the Baltic States, the Mediterranean States, the Danubian and Balkan States, the Russian Empire, China and Japan, Africa and Oceania.

(2) The United Kingdom; Canada and Ontario, and the other most important parts of the British Empire.

Outline map drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

History.—A brief outline of Canadian History to 1840 and a more extended outline to the present time.

Supplementary reading and interesting biographical sketches of persons famous in British, Canadian, Greek, and Roman History.

Great events of current history.

The elements of the civil government of Canada and Ontario.

The duties of citizenship.

Arithmetic.—Measures and multiples; fractions (vulgar and decimal); compound quantities, including the metric system; square root.

The simpler and more practical parts of commercial arithmetic; applications of percentage, including commission, taxes, insurance, interest, bank discount, stocks, and exchange; the use of the ordinary business forms.

The rectangle, triangle, circle, parallelopiped, prism and cylinder.

Oral arithmetic.

Senior Grade

Grammar.—The intensive and more reflective study of the principles of etymology and syntax, including the logical structure of the sentence and the inflection, formation, and classification of words.

An outline of the history of the development of the language.

Geography.—The course of the Junior Grade reviewed.

The study of physical geography, as follows:

Changes of the earth's surface: rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; winds, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

Arithmetic.—The course of the Junior Grade reviewed with the more difficult parts of both the theory and the practice of the same course.

The pyramid, cone, and sphere.

Oral arithmetic.

History.—The course of the Junior Grade reviewed.

A very brief outline of British History to the Tudor period, a brief outline to 1685, and a more detailed outline from 1685 to the present time.

Supplementary reading and biographical sketches of persons famous in Canadian, British, Greek, and Roman history.

Great events of current world history.

More detailed study of the duties of citizenship.

GROUP II

Junior Grade

Art.—Mediums: Lead pencil, and brush with ink and water colours.

Drawing simple type solids in outline and in light and shade, singly and in groups of two or three.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones.

Drawing and painting from the object or from memory: (*a*) natural forms, such as grasses, fruits, flowers, leaves, sprays, trees, birds, insects, etc.; (*b*) manufactured objects of simple form such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (*c*) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.; (*d*) illustrations (in outline or in silhouette) of school compositions, literature, history or other school work; (*e*) simple landscape, representing phases of the day and the season, with few details.

Composition and space filling including ornamental design and the principles of design.

Lettering (freehand and mechanical).

Original designs for such objects as calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (*a*) geometric forms, (*b*) conventionalized natural forms.

Picture study.

Elementary Science.—An elementary practical course in Botany, Zoology, and Physics.

Algebra.—Simple rules; easy simple equations of one unknown quantity; easy factoring; easy problems.

Senior Grade

Art.—Mediums: Lead pencil; and brush with ink and water colours, crayons, coloured chalks, and charcoal (optional).

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting from the object or from memory: (*a*) common objects, (*b*) specimens from nature, (*c*) figures posed in small groups to illustrate ordinary scenes, (*d*) landscape subjects.

The principles of composition as applied to pictures and ornamental design.

Composition and space filling including design and the principles of design.

Original designs in neutral tones and in colour, for such objects as wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.; designs for stencils.

Drawing from casts (optional).

Picture study continued.

Elementary Science.—The course of the Junior Grade in Botany, Zoology, and Physics reviewed and extended, with Chemistry in addition.

Algebra.—The course of the Junior Grade reviewed and extended.

Highest common factor.

Lowest common multiple.

Fractions.

Simple exercises in involution and square root.

Geometry.—Definitions; fundamental geometric conceptions and principles.

The use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures.

Some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

GROUP III

Junior and Senior Grades

Latin.—The Ontario High School Latin Book, including introductory work in the prose authors.

French and German.—The Ontario High School French and German Grammars and Readers, including introductory work in authors.

Junior Grade

Commercial Subjects: Book-keeping.—The course of Form IV reviewed and extended, as follows: Single Entry: day book, cash book, bill book, and ledger.

Writing.—The formation of a graceful business hand.

Manual Training.—Review of the Course in Form IV as far as the condition of the pupil's knowledge may necessitate.

Drawing and woodwork.

NOTE.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science.—Cleaning; Cookery: Foods: The House; Home-nursing; Laundry work; Sewing.

NOTE.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—An elementary practical course:

Botany, Physics, Gardening, Fruit-Growing, Bee-keeping, Poultry, Arithmetic, Dairying, Horticulture, Soil Studies, Insects.

Senior Grade

Commercial Subjects: Book-keeping.—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger, financial statements, closing books, and the necessary business papers.

Shorthand.—The theory, dictation, and transcription.

Typewriting.—Copying documents; transcription of shorthand notes; manifolding, letter press, copying.

Manual Training.—Drawing and any one of the following:

Wood-work, Wood-turning, Forging, and Machine shop practice.

NOTE.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science.—Cookery; Foods; Marketing; Entertaining; Household Accounts; Sewing.

NOTE.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—Botany, Physics, Chemistry, Gardening, Fruit-growing, Farm Crops, Bee-keeping, Dairying, Horticulture, Insects, Bacteriology, Farm Animals, Rural Economics.

GRADUATION DIPLOMAS

27. (1) Junior and Senior Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory to the Principal and who have passed the examinations as prescribed in Part II.

(2) (*a*) The courses for the Junior Diplomas shall be those of the Junior Grade of Form V as follows:

Oral Reading, English Literature, Geography, Spelling. English Composition, Writing, English Grammar, Canadian History, Arithmetic, Algebra, and Art, with at least two of Elementary Science, Book-keeping, Manual Training, Household Science, and Agriculture and Horticulture.

(*b*) The courses for the Senior Diplomas shall be those of the Senior Grade of Form V as follows:

Oral Reading, English Literature, Geography, Spelling. English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, Algebra and Geometry, and Art, with at least two of Elementary Science, Book-keeping. Manual Training, Household Science, and Agriculture and Horticulture.

(3) The Diploma shall show the subjects taken at the examination.

(4) The Junior Diploma will be signed by the Inspector and the Principal, and the Senior by the Minister and the Principal.

NOTE.—The Diploma forms may be obtained on application to the Deputy Minister.

Inspection

ACADEMIC INSPECTION

NOTE.—The following prescription of the duties and powers of Inspectors is partly statutory.

Number and Length of Visits

Day Schools

1.—(1) (*a*) (i) The following schedule sets forth the minimum number and length of visits of inspection of Day Schools to be paid each half year by each Inspector of Public or Separate Schools.

½	day's	visit	for	each	school	with	one teacher.
1	"	"	"	"	"	"	two or three teachers.
1½	days'	"	"	"	"	"	four or five teachers.
2	"	"	"	"	"	"	six teachers.
2½	"	"	"	"	"	"	seven or eight teachers.
3	"	"	"	"	"	"	nine teachers.
3½	"	"	"	"	"	"	ten or eleven teachers.
⅓	day's	"	"	"	teacher on staffs of more than eleven teachers.		

(ii) Except for cogent reasons, a half day shall mean not less than two hours and a half.

(iii) Where the condition of the school renders it necessary, the length of the visit should be increased.

(*b*) In the case of a joint inspectorate, the Board of Trustees of a City or of a Town separated from a County may arrange with the County Council, subject to the Minister's approval, for a larger apportionment of the time of the Inspector to its Public Schools than that provided for above; but such arrangement shall not interfere with the due requirements of the rural schools under his charge.

(*c*) In the case of City Inspectorates, subject to the approval of the Minister of Education, the Board may increase the above minimum of visits and prescribe for the Inspector additional duties in connection with the inspection of its schools.

(*d*) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(*e*) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. The Inspector should visit as often as the circumstances may demand and his other official duties will permit, such teachers and others who need additional supervision from any other cause.

(2) (*a*) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 220 half days each year.

(*b*) In an inspectorate consisting of part of a district and all or part of a county, the minimum shall be determined in each case by the Minister.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable, and, in his report to the Minister, he shall report separately the number of such visits.

Night Schools

(4) The minimum number and length of visits of inspection of Night Schools to be paid each term by each Inspector of Public and Separate Schools shall be the time of one night session for one or two teachers and half the time of one night session for each additional teacher.

Reports, General Instructions

2.—(1) Not later than December 31st, in the case of County, District, and Joint Inspectorates; and not later than June 30th in the case of City, Separate School, and English-French Public and Separate School Inspectorates, the Inspector shall submit to the Minister a report of the cases in which during the school

or calendar year just ended he gave less than the minimum number and length of inspectoral visits prescribed in 1 above, with a statement of the reasons for such decrease.

In the case of Inspectors, other than those appointed by the Minister, the Inspector shall also submit at the same time a similar report to each Council or Board of which he is the appointee.

(2) The Inspector shall also make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the Minister and to the corporate body or bodies, if any, by which he was appointed, including in his report to the Minister a general report on the condition in his inspectorate of the teaching of those subjects in the courses for which he has approved of omissions, stating the omissions he has approved of, with the reasons therefor. He shall also furnish the Minister with such other reports as may be required and any information respecting any School in his inspectorate whenever so requested. *See the provisions of Regulations* 21, *and* 25, *and Instructions* No. 19.

NOTE.—**The responsibility for the due efficiency of the courses in the subjects referred to above devolves largely upon the Inspector and he shall approve of no unnecessary omissions of topics or sub-topics.**

(3) His report of each half yearly visit of Inspection shall be made under the following heads:

I. *Accommodations*: 1. Water Closets; 2. Water Supply; 3. School Grounds; 4. School Buildings; 5. Class Rooms; 6. Halls; 7. Cap Rooms; 8. Teacher's Room; 9. Desks; 10. Blackboards; 11. Lighting; 12. Heating; 13. Ventilation.

II. *Equipment*: as prescribed in Regulation 3.

III. *Miscellaneous*: 1. Condition of Registers and Catalogues. 2. Unauthorized Text-books. 3. Caretaker's work. 4. Provision for each of Groups I and II of the High School Entrance examination. 5. Home work: Amount assigned by the teacher.

IV. *Qualifications and Salaries.*

V. *Organization, Teaching, Discipline.*

VI. *Attendance by Grades or Forms.*

VII. *Pupils' Work*: 1. Proficiency; 2. Progress; 3. Deportment.

VIII. *Attendance of teachers at Teachers' Institute.*

IX. *General Remarks.*

(4) (*a*) In his inspection the Inspector shall bear in mind the provisions of the curriculum and the special needs of the school; he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and, especially, by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(*b*) He shall also make such recommendations under the different heads of his report as he may deem proper and as are not inconsistent with the Regulations.

(5) He shall report promptly to the Minister any violation of the provisions of the Schools Acts or the Regulations in the case of any school of which he is Inspector whenever it may come under his notice.

(6) A copy of his report of his inspectoral visit to each school shall be sent to the Secretary of the School Board as soon as practicable, but not later than one month after the Inspector's visit.

(7) At such time and in such manner, as he may deem expedient, the Inspector shall notify of his inspectional visit the Chairman of the Board, and such others of the Trustees as he may deem necessary, requesting their presence at a time to be fixed by him.

(8) Beginning with the school year of 1915-1916, and subject to instructions from the Minister, he shall report each month to the parents or guardians of those children in the rural schools of his inspectorate between the ages of eight and fourteen who have not attended school or who have attended school irregularly; and he shall report to the Board at the close of each half-year, or oftener as he may deem advisable, such cases of non-attendance or irregular attendance as require its action under the provisions of *The Truancy Act*, as amended in 1914.

(9) He shall keep copies of all his reports for submission, when required, to the Minister or to the Chief Inspector of Public and Separate Schools.

(10) He shall receive the annual statistical reports from the Boards of Trustees, returning them when necessary for correction. He shall transmit to the Deputy Minister when completed, the urban reports with his township reports and his statistical summary.

Powers and Duties

3.—(1) The Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make enquiry and examination in such manner as he may deem proper into the qualifications and efficiency of the staff, the adequacy and the suitability of the accommodations and equipment of the school, and all matters affecting the progress, the health, and the comfort of the pupils.

(3) The Public School Inspector may suspend the certificate of any teacher in his inspectorate for inefficiency, misconduct, or a violation of the Act or of the Regulations or for wilful neglect or refusal to carry out his agreement with a board, and he shall notify in writing the Minister, the board concerned and the teacher, of such suspension and of the reasons therefor. The teacher may appeal to the Minister, who may make such order or orders with regard to the suspension as he may deem proper.

(4) In the cases provided for in Regulation (3) above, the Separate School Inspector shall duly notify the Minister.

(5) (*a*) Where a Public School Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

(*b*) For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of a school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Public Schools Acts, the Inspector is referred to the sections thereof which deal with said duties.

4.—(1) The Public School Inspector shall withhold his order for the amount apportioned from the Legislative or municipal grant, and shall notify the Township Treasurer of his intention:

(*a*) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the

Medical Officer of Health or Local or Provincial Board of Health on account of the prevalence of any communicable disease;

(*b*) Where the Board fails to transmit promptly the annual or other school returns properly filled up;

(*c*) Where the Board fails to comply with the Schools Acts or with the Regulations; or

(*d*) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations, reporting to the Board in every case, and to the Minister the reasons for so doing.

(2) In the case of (1) above, the Separate School Inspector shall duly notify the Minister.

(3) The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

(4) (*a*) Each Inspector shall be entitled to such holidays as may be arranged for by him—

(i) with the Minister in the case of his appointees,

(ii) with the warden or the chairman in the case of appointees by a County Council or a School Board,

(iii) with the warden and the chairman in case of appointees of both a County Council and a School Board.

(*b*) When an arrangement is made under (ii) or (iii) above, the Inspector shall notify the Minister, and the terms of the arrangement shall be subject to approval or modification by him.

(*c*) The Inspector may not absent himself from his inspectorate at any other time for more than one week at a time without the consent of the Minister, and of the Warden of the County, or of the Chairman of the Board that appointed him, or of both, as the case may be.

5.—(1) Subject to the Regulations it shall be the duty of every School Inspector:

(*a*) To report to the Medical Officer of Health of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition.

(*b*) In the case of a Public School Inspector, to attend and take part in the work of the Teachers' Institute or Institutes of his inspectorate; in the case of a Separate School Inspector to attend and take part in the work of one or more of the Institutes in his inspectorate.

(*c*) As provided under Regulation 13 (8) below, to submit at the close of each school year or at such other times as he may be called upon, a report to the School Board or the Committee, as to the results of the work of the School Nurses with such recommendations as he may deem advisable.

(*d*) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order either of the Minister or of the council of the county in which his inspectorate lies, or of the Board by which he was appointed.

(*e*) To reside at some place satisfactory to the Minister and to the body or bodies whose appointee he may be; but, in every case, his place of residence, or his office, as the case may be, shall be reasonably accessible to the school trustees and the ratepayers of his inspectorate.

(*f*) To discharge such other duties as may be required by the Minister or the Regulations.

(2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the direction of the body that appointed him.

Local Chief or Senior Inspector

6. Where, under *The Board of Education Act,* or *The Public Schools Act,* a Chief or a Senior Inspector has been duly appointed, he shall perform such duties affecting all the Public Schools of the City or County as the appointing body or bodies may direct with the Minister's approval.

SCHOOL MEDICAL INSPECTION

Organization of Boards and Committees

7.—(1) Where provision has been made for free medical treatment of the pupils whose parents or guardians are unable to pay therefor, one School Board or a number of School Boards acting either by themselves or in conjunction with other local organizations approved for this purpose by the Minister, may by resolution adopt a system of school medical inspection.

(2) Where a number of School Boards acting either by themselves, or in conjunction with other local organizations approved for this purpose by the Minister, so decide, the inspection shall be under the charge of a Committee thereof, to be known as a School Medical Inspection Committee and to consist of as many members of each School Board and the other local organizations concerned as they may mutually determine.

Qualifications of Staffs

8.—(1) The School Board or the Committee shall appoint for the purpose of medical inspection one or more legally qualified medical practitioners of, when practicable, not less than two years' experience in the practice of their profession.

(2) When the School Board or the Committee is unable to secure the special School Medical Officer provided for above, it may substitute therefor—

(*a*) With the approval of the Minister and the Provincial Secretary, the Medical Officer of Health for the district who, subject to the Regulations prescribed by the Department of Education, shall perform the duties of School Medical Officer in addition to those of Medical Officer of Health; or—

(*b*) One or more nurses who shall be graduates at a reputable training school for nurses with not less than two years' experience in nursing.

(3) The officer appointed under (1) and (2) (*a*) above shall be known as a School Medical Officer.

9.—(1) When the School Board or the Committee appoints more than one School Medical Officer or, in lieu thereof more than one School Nurse, one of the former may be designated by it as Chief Medical Officer and one of the latter as School Nurse Supervisor, and, subject to the Regulations, may be given such oversight of the duties of the others as the School Board or the Committee may determine.

(2) In addition to the School Medical Officer or Officers, the School Board or the Committee may appoint one or more nurses who shall be graduates of

reputable training schools for nurses and shall be known as School Nurses. Subject to the Regulations these nurses shall be under the direction of the School Medical Officer or Chief School Medical Officer, as the case may be.

Expenses

10.—(1) Where the School Medical Inspection is provided by a School Board, the cost thereof shall be included in that of the maintenance of the school and shall be provided for in the same manner.

(2) When the School Medical Inspection is provided by a Committee, the cost of maintenance to be borne by each of the Boards and other local organizations represented thereon, shall be settled by mutual agreement amongst the said Boards and organizations and in the case of the School Boards it shall be included in the cost of the maintenance of the School and be provided for in the same manner.

Inspection

11.—(1) The School Board or the Committee shall determine how often the members of the staffs appointed under Regulations 8 and 9 above shall visit the schools; but, without the sanction of the Minister, the number of such visits shall not fall below the following minimum.

(*a*) Rural School Sections—once a quarter.

(*b*) Villages—once a month.

(*c*) Towns—once a fortnight.

(*d*) Cities—once a week.

(2) The hours of work of the members of the said staffs shall be determined by the Board or the Committee as the case may be, but shall be during the regular school hours, except, in the case of the nurses, when home-visiting may make regular hours impossible; but the School Board or Committee may arrange for additional home-visiting on Saturdays.

(3) Subject to the approval of the Principal, the inspection shall be made in the classroom and, for special examination, in a suitable room or other part of the building where no other pupils are present.

(4) On the report of the Principal that the parent or guardian has neglected to comply with the terms of the notice provided for in Regulations 12 (4) (*c*) and 13 (3) the Board shall take such action as it may deem expedient.

(5) Subject to the Regulations and the approval of the Minister, the School Board or the Committee may pass by-laws defining the duties of said staffs and making provision for the carrying on of the work of medical inspection.

Duties of School Medical Officer Staffs

12.—(1) In such of his duties as affect the general organization and management of the schools, the School Medical Officer or the Chief School Medical Officer, as the case may be, shall be subject to the authority of the School Inspector, or the local Chief or Senior School Inspector, as the case may be. or of the Principal of the school when, owing to other duties, the School Inspector is not accessible.

(2) The School Medical Officer shall make a complete physical examination of every pupil as soon as practicable after his admission to the school.

(3) A complete physical examination shall consist of an examination of the head, eyes, ears. nose, throat. teeth, and cervical glands, of the heart, lungs, spine, and joints, and of the skin of the face, neck and hands. The examination of the

eyes and ears shall include testing for sight and hearing. The heart and lungs shall be examined over the clothing except in special cases and then only by permission or in the presence of the parent or guardian. The presence or absence of vaccination scars shall also be recorded.

(4) (*a*) The special examination provided for in 11 (3) above shall deal with any new cases which may be referred to the School Medical Officer by the School Inspector, the Principal, or the school nurse, and with any other cases which a previous examination has shown to need attention, or which may otherwise come to the notice of the School Medical Officer.

(*b*) The School Medical Officer shall make a class-room examination of every pupil at least once every half year as to the condition of the mouth, throat, teeth, eyes, and ears, and the skin of the face, neck, and hands.

(*c*) On completing the inspection provided for in 12 (2), and (4) (*a*) and (*b*) above, the School Medical Officer shall, when he deems necessary, notify the parent or guardian, on a form to be sent through the Principal, of the physical condition of his child or ward, and it shall be the duty of such parent or guardian to have the case duly attended to.

(*d*) A record of all the physical examinations of the pupils shall be made by the School Medical Officer and shall be kept by the Principal in the school building.

(5) In the event of the School Medical Officer reporting to the Board or the Committee that the physical condition of a teacher or a janitor of a school is such as to endanger the health of the pupils at the school, the Board or the Committee may order a physical examination of such teacher or janitor and may exclude him from the school until he presents to the School Inspector a certificate in writing from the School Medical Officer, that his physical condition would no longer be dangerous to the pupils.

(6) (*a*) Subject to the instructions of the School Medical Officer or the Principal, a School Nurse shall visit the pupils' homes and shall confer with their parents or guardians at such hours and places as may be arranged by her through the Principal.

(*b*) The Nurse shall keep a written record of such visits and conferences and shall report promptly and fully in regard to them to the Principal and the School Medical Officer within one week after each visit or conference.

(7) In cases of emergency, a School Medical Officer or a School Nurse may render first aid, and may bandage wounds and apply antiseptic dressings to cuts, wounds, and bruises, but shall not give nor prescribe medicines or other treatment.

(8) (*a*) The School Medical Officer from time to time shall confer on the sanitary conditions of the school accommodations with the School Inspector, who, under the Regulations, is directly responsible therefor to the Minister and whose duty it is to report thereon to the Board, and when necessary to the Medical Officer of Health.

(*b*) He shall also give the School Inspector such assistance as he may require in organizing the special classes and preparing the syllabuses authorized for subnormal pupils under the Public and Separate School Regulations.

(9) The School Medical Officer or the Chief School Medical Officer, as the case may be, shall, in a written report to the Board or the Committee at least once a month, bring under its notice any matters pertaining to his duties that require its attention.

(10) At the close of each school year or at such other times as he may be called upon, the School Medical Officer shall make a report to the School Board or

the Committee on the general health of the school children, and any conditions of home environment that come under his notice that injuriously affect the health of the pupils. In such report, he shall make recommendations when, in his judgment, action should be taken by the Board or Committee.

Duties of School Nurse Staffs

13. Subject to instructions from the School Inspector or the local Chief or Senior School Inspector, as the case may be, or to the Principal of the School when, owing to other inspectional duties, the School Inspector is not accessible, the following shall be the duties of the School Nurse or Nurses appointed in lieu of a School Medical Officer:

(1) (*a*) The School Nurse or Nurses shall make an examination of each child as soon as practicable after admission to the school, and as often as is prescribed under 11 (1) above, and shall report in writing to the Principal who shall keep the records in the school building.

(*b*) The examination shall consist of an inspection of the scalp; skin of the face, neck and hands; the mouth, throat and teeth; the joints and spine; and simple tests for sight and hearing. The pulse and temperature shall be observed if necessary, and the presence or absence of vaccination scars recorded.

(2) The special examination provided for in 11 (3) above shall deal with any new cases which may be referred to the School Nurse by the Inspector or Principal, and any other cases which a previous examination has shown to need attention, or which may otherwise come to her notice.

(3) On completing the inspection provided for in (1) (*a*) and (*b*), and (2) above, the School Nurse shall, when she deems it necessary, notify the parent or guardian, through the Principal, of the physical condition of his child or ward, and it shall be the duty of such parent or guardian to have the case duly attended to.

(4) A record of all the physical examinations of the pupils shall be made by the School Nurse and kept by the Principal in the school building.

(5) In cases of emergency, the School Nurse may render first aid, may bandage wounds and apply antiseptic dressings to cuts, burns, and bruises, but shall not give nor prescribe medicines or other treatment.

(6) (*a*) The School Nurses shall visit the pupils' homes and shall confer with their parents or guardians at such hours and places as may be arranged by her and approved by the Principal.

(*b*) The School Nurses shall keep a written record of such visits and conferences and shall report promptly and fully in regard to them to the Principal and the Inspector within one week after each visit or conference.

(7) The School Nurses shall give the School Inspector such assistance as he may require in organizing the special classes and preparing the syllabuses authorized for sub-normal pupils in the Public and Separate School Regulations.

(8) The School Nurses shall assist the School Inspector in preparing the reports required from him under 5 (1) (*c*) above as to the results of their work.

SCHOOL DENTAL INSPECTION

Organization of Boards and Committees

14. (1) Where provision has been made for the free treatment of the teeth of pupils whose parents or guardians are unable to pay therefor, one School Board or a number of School Boards acting either by themselves or in conjunction with

other local associations approved for this purpose by the Minister, may by resolution adopt a system of school dental inspection.

(2) Where a number of School Boards acting either by themselves, or in conjunction with other local organizations approved for this purpose by the Minister, so decide, the inspection shall be under the charge of a Committee thereof, to be known as a School Dental Inspection Committee and to consist of as many members of each School Board and the other local organizations concerned, as they may mutually determine.

Qualifications of Staffs

15. (1) The dental inspection shall be carried on by the Board or the Committee, under the Regulations herein prescribed, by one or more officers appointed by such Board or Committee, who shall be known as School Dental Officers and who shall be duly qualified dental surgeons of, when practicable, not less than two years' experience in the practice of their profession.

(2) When more School Dental Officers than one are appointed, one may be designated, by the Board or the Committee, Chief School Dental Officer, and, subject to the Regulations, he may be given such oversight of the duties of the others as it may determine.

(3) The School Board or the Committee provided for in Regulation 7 may also appoint a School Dental Officer or Officers who shall be subject to the general oversight of the School Medical Officer as limited by the following Regulations.

Expenses

16. (1) When the school dental inspection is conducted by a School Board, the cost thereof shall be included in that of the maintenance of the schools and shall be provided for in the same manner.

(2) When the school dental inspection is conducted by a Committee, the cost of maintenance to be borne by each of the Boards and other local organizations represented thereon shall be settled by mutual agreement among the said Boards and organizations, and in the case of the School Boards it shall be included in the cost of the maintenance of the School and be provided for in the same manner.

Inspection

17. (1) Subject to the approval of the Principal, the inspection shall be made in the class-room or, for special examination, in a suitable room or other part of the building where no other pupils are present.

(2) The Board or the Committee may install in a room suitable for the purpose in one or more of its school buildings a dental chair for the examination of the pupils' teeth.

(3) On the report of the Principal that the parent or guardian has neglected to comply with the terms of the notice provided for in 18 (4) below, the Board shall take such action as it may deem expedient.

(4) Subject to the Regulations and the approval of the Minister, the School Board or the Committee may pass by-laws defining the duties of the School Dental Officer Staffs and making provision for the carrying on of the work of dental inspection.

Duties of School Dental Officer Staffs

18. (1) In such of his duties as affect the general organization and management of the schools, the School Dental Officer shall be subject to the authority of the School Inspector or the local Chief or Senior School Inspector, as the case may be, or of the Principal of the school when, owing to other inspectional duties, the School Inspector is not accessible.

(2) Subject to the approval of the Principal, the inspection shall be made in the class-room and for special examination, in a suitable room or other part of the building where no other pupils are present.

(3) (*a*) Once every half year and at such other times as the School Board or the Committee may direct, the School Dental Officer shall make an examination of the teeth of all the pupils attending the school or schools.

(*b*) The first half year's visit shall be made at as early a date as is practicable.

(4) When a member of the school dental officer staff reports that the teeth of a pupil require dental attention, notice of the facts shall be sent to the parent or guardian through the Principal, and it shall be the duty of such parent or guardian to have the case duly attended to.

(5) At the close of the second school half year the School Dental Officer shall make a written report on the general condition of the teeth of the pupils to the School Board or the Committee. In such report he shall make recommendations when in his judgment action should be taken by the Board or Committee.

Duties of Principal

19. (1) It shall be the duty of the Principal of a School visited by a School Medical Officer or School nurse or School Dental Officer to require every pupil to submit to such examination as such officer is empowered to make under the regulations.

(2) (*a*) (i) The Principal shall exclude from school any pupil who has been reported to him by the School Medical Officer or School Nurse as having symptoms of smallpox, scarlet fever, diphtheria, measles, chicken-pox, mumps, whooping-cough, or other communicable disease.

(ii) In other cases, the Principal shall act on his own judgment and shall immediately notify of such action the Medical Officer of Health, and the School Medical Officer when there is one in charge.

(iii) The pupil so excluded shall not return to school until he presents to the Principal a certificate in writing signed by the Medical Officer of Health or other qualified medical practitioner approved by the former that all danger from exposure to contact with such pupil has passed.

(*b*) (i) When a pupil is discovered with pediculosis or with such skin diseases as itch or ring-worm, the Principal, on the report of the School Medical Officer or the School Nurse that the child cannot attend school without danger to the other pupils, shall immediately send the pupil home.

(ii) The pupil so excluded shall not be re-admitted until, in the judgment of the School Nurse, subject to confirmation by the School Medical Officer, he may be re-admitted without danger to the other pupils.

(3) The Principal shall confer with the School Medical Officer or School Nurse in regard to the physical exercises that are to be taken by the pupils whose condition, in the judgment of the Principal or said officer, demands such conference, and, on the report of the School Medical Officer or School Nurse after

conference with the family physician, the Principal shall modify or prohibit for such pupils the course in Physical Culture taken up in the Forms to which they belong.

(4) Subject to instructions from the School Board or the Committee, as the case may be, the Principal shall arrange for conferences between the teachers and members of the Inspectional staff to discuss school hygiene and special cases of pupils who require medical or surgical attention.

Special Legislative Grants

FIFTH FORMS

Establishment

1. A Rural or Urban Fifth Form of a Public or Separate School which complies with the following requirements shall be entitled in accordance with the regulations to share in the Legislative Grant to Fifth Forms in addition to the General and Special Legislative Grants to Public and Separate Schools:

(1) The Fifth Form shall not be situated in a High or a Continuation School District.

(2) The subjects of the Course of study shall be those prescribed for the Junior or Senior Diploma or for Senior High School Entrance.

(3) (*a*) There shall be at least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

(*b*) Pupils who are competent to take up the work may also be admitted to a Fifth Form on the report of the Principal, approved by the Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average.

NOTE.—Under this provision pupils may attend all or some of the classes during the winter months.

Staffs

2. (1) The teacher shall hold at least a permanent Provincial Second Class certificate.

(2) A teacher who was qualified for a Fifth Form under the Regulations of 1907 shall remain qualified under the same School Board for the Fifth Form in which he is now teaching.

(3) Before appointing a teacher, Boards of Trustees should consult the Inspector in order that all the necessary subjects of study may be adequately provided for.

Equipment

3. (1) Special equipment shall have been provided of at least the following minimum values:

Library, $50; Scientific apparatus, $50; Maps and Charts, $15; Art Models and supplies, $15.

NOTES: 1.—The scientific apparatus is obligatory only where the course in Elementary Science is taken up.

2.—As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.

(2) The Equipment for a Fifth Form shall be for the special needs of such Form and shall be approved from time to time by the Inspector.

(3) (*a*) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.

(*b*) When, however, the pupils are preparing for examinations in Science prescribed by the Department, such Scientific Apparatus as is needed for said courses shall be provided after due notice by the Inspector.

(4) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister, on the report of the Inspector.

NOTES: 1.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

2.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Fifth Form. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the Inspectors as often as may be rendered necessary by the condition of said items.

ORGANIZED COUNTIES

County and Legislative Grants

4. (1) The yearly apportionment of the Legislative Grant to each Fifth Form in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

(2) All sums received by a Board of Trustees from the Legislature and the County as a Fifth Form grant shall be expended on the salaries and equipment of said Form alone.

(3) A financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require: and

(4) As a condition of the payment of the Legislative Grant, the Inspector concerned shall certify, in a form to be provided by the Department of Education, that, to the best of his knowledge and belief, the provisions of the Regulations have been fully complied with.

Distribution of Legislative Grant

5. For the purpose of the distribution of the Legislative Grant, Fifth Forms shall be divided into three grades, as follows:

(1) Grade A, which shall include Fifth Forms where there is a staff of at least two teachers, the Principal giving instruction to not more than the pupils of Forms Four and Five:

(2) Grade B, which shall include Fifth Forms where there is a staff of at least two teachers, the Principal giving instruction to not more than the pupils of Forms Three, Four and Five: and—

(3) Grade C, which shall include the other Fifth Forms which have complied with the minimum requirements set forth in Regulations 1, 2, and 3 above.

6. The Legislative Grants to Fifth Forms shall be distributed in accordance with the folowing scheme:

Fixed Grants

(1) For Grades A and B the fixed grant shall be $20; and for Grade C, $10.

On the Value of the Special Equipment

(2) For each grade the grant on the Special equipment shall be 10 per cent. on the approved value, the maximum value recognized being as follows:

Library, $200; Scientific Apparatus, $200; Maps, Charts, and Tellurian, $50; Art Models and supplies, $50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid for that year by the Minister, on the recommendation of the Inspector concerned.

On Salaries

(3) (*a*) In the case of Grade A, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases.

For Rural Schools.

10 per cent. of the excess of the principal's salary over $300 in addition to the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $30.

For Urban Schools.

30 per cent. of the excess of the principal's salary over $400. Maximum Grant, $60.

For both Urban and Rural Schools.

25 per cent. of the excess of the principal's salary over $600. Maximum Grant, $60.

(*b*) In the case of Grades B and C, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

5 per cent. of the excess of the teacher's salary over $300 in addition to the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $15.

For Urban Schools.

25 per cent.. of the excess of the teacher's salary over $400. Maximum Grant, $50.

For both Urban and Rural Schools.

25 per cent. of the excess of the teacher's salary over $600. Maximum Grant, $30.

On the Grade of the Teachers' Certificates

(4) (*a*) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the teacher's certificate and the length of his successful experience, $25 shall be paid if the teacher holds a permanent Provincial First Class Certificate, or if he holds in addition to a permanent Provincial Second

Class Certificate a degree in Arts from a British University, approved by the Minister.

(*b*) When the teacher has taught during the preceding year with the certificate specified in (*a*) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*c*) The status and the competency of the teacher shall in each case be attested by the Inspector.

DISTRICTS

Legislative Grants

7. The yearly apportionment by the Minister of Education of the Legislative Grant to each Fifth Form in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

ART

8. On the report of an Inspector designated for the purpose by the Minister, that the supervision, accommodations, equipment, organization, teaching, and the pupils' work are satisfactory, grants as follows will be paid by the Department:—

(1) (*a*) An annual grant of $60 to the Supervisor of Art in the schools of an urban municipality who holds an Art Supervisor's certificate from the Department of Education, and whose whole time is given to the work of the Schools as prescribed by the Regulations, with an additional $60 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art; and—

(*b*) An annual grant of $30 to the teacher of Art in the schools of a town or village who holds a certificate in Elementary Art from the Department and who has general charge of the Art work in the school or schools.

(2) A Board whose Supervisor or teacher of Art has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant in the purchase of works of art approved by the Inspector and selected from the lists contained in *Educational Pamphlet No. 5*: Lists of Reproductions of Works of Art. Towards the cost of this purchase duly certified by the Inspector, the Department will make a special grant to the Board of $30 in the case of (1) (*a*) above and of $15 in the case of (1) (*b*) above.

MUSIC

9. On the report of an Inspector designated for the purpose by the Minister that the supervision, accommodations, equipment, organization, teaching, and the pupils' proficiency are satisfactory, grants as follows will be paid by the Department:

(1) (*a*) An annual grant of $60 to the Supervisor of Music in the schools of an urban municipality who holds a Music Supervisor's certificate granted by the Department and whose whole time is given to the work of the schools as prescribed by the Regulations; and—

(*b*) An annual grant of $30 to the teacher of Music in the schools of a town or village, who holds a certificate in Elementary Music from the Department and who has general charge of the teaching of Music in the school or schools: and—

(2) A Board whose Supervisor or teacher of Music has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant for the purchase of equipment for the teaching of Music approved by the Inspector and selected from

the list of equipment given on p. 246 herein. Towards the cost of this purchase duly certified by the Inspector, the Department will make a special grant of $30 in the case of (1) (*a*) above, and of $15 in the case of (1) (*b*) above.

MANUAL TRAINING AND HOUSEHOLD SCIENCE

DAY CLASSES

10. (1) (*a*) No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(*b*) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (3) (*a*) below will be correspondingly decreased: when it is greater, it will be correspondingly increased.

(*c*) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(2) The Legislative Grants for each centre that complies with the Regulations shall be apportioned as follows:—

(*a*) An Annual General Grant for Manual Training of $200 and for Household Science, of $120.

(*b*) Ten per cent. of the annual expenditure for teachers' salaries over $600, to a maximum of $200.

(*c*) (i) For Manual Training for the first year, 40 per cent. of the value of the equipment to a maximum of $880: and, for each of the three years following, 20 per cent. to a maximum of $440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of $400: and, for each of the three years following, 20 per cent. to a maximum of $200.

(*d*) An Annual Grant on the character of the special accommodations for the higher work according to the following scheme of grades:

Manual Training

	I	II	III	IV
Wood-working and Wood-turning Shop	$10 00	$7 50	$5 00	$2 50
Forge Shop	10 00	7 50	5 00	2 50
Machine Shop	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop	15 00	11 25	7 50	3 75
Stock Room	5 00	3 75	2 50	1 25
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

Household Science

Kitchen	$10 00	$7 00	$5 00	$2 50
Pantry, Cupboard, and Storeroom	5 00	3 75	2 50	1 25
Dining Room	10 00	7 50	5 00	2 50
Sewing Room	10 00	7 50	5 00	2 50
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

(3) (*a*) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-working, $500.
Wood-turning, $300.
Forging, $500.
Machine Shop Practice, $800.
Library, $100.

(*b*) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, Sanitation, and Hygiene, $500.
Hand and Machine Sewing, $250.
Laundry Work, $150.
Library, $100.

(4) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

11. The Department will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Night Classes:—

In cities with population of 150,000 and over, one-sixth; in other cities, one-third; in towns, one-half; and in villages, two-thirds.

HOUSEHOLD SCIENCE

Rural and Village Schools

12. (1) The School Board of a village or rural school which is unable to avail itself of the provisions of the General Regulations but which maintains classes in Elementary Household Science satisfactory to the Minister, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister will be paid by the Department an initial grant of $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in the subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Household Science that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Department out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Household Science, and who gives instruction in accordance with the Regulations of the Department.

MANUAL TRAINING

Rural and Village Schools

13. (1) The School Board of a rural or village school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Manual Training, satisfactory to the Minister,

employs a teacher with a Departmental certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, will be paid by the Department an initial grant of $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in this subject, said grant to be expended on the maintenance of the classes. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Manual Training that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Department also out of any appropriation made by the Legislature for this purpose, to the teacher who holds also a certificate in Manual Training, and who gives instruction in accordance with the regulations of the Department.

Agriculture and Horticulture

FORMS III AND IV

14. (1) The School Board of a village or rural school section that maintains throughout the year a course of instruction in Elementary Agriculture and Horticulture satisfactory to the Minister on the report of the Inspector and Director will be paid by him special grants as specified in the Schedule below, but in no case will the grant exceed the total amount expended by the Board during the calendar year for the work. If the teacher leaves at the summer holidays, due consideration will be shown provided an effort is made by the new teacher and the trustees to have the work of the year completed satisfactorily.

(2) The teacher who carries out this work satisfactorily to the Minister on the reports of the Inspector and Director, will be paid by him the grant as specified in the Schedule below, in addition to the salary paid by the School Board.

(3) When the work is commenced under an uncertificated teacher and is afterwards carried on by a certificated teacher, the grant payable to Boards of Trustees for that year will be that one to which they were entitled at the time the notification of intention to qualify for the grant was sent in.

(4) For the purposes of apportioning grants for this work, including practical gardening, the year will be the calendar year (January to December) and not the school year.

(5) The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted on the special form provided in the School Register, by the Secretary to the Minister through the local Inspector in December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

(6) The legislative and any municipal grants for the purposes of Elementary Agricultural Education shall be spent solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school.

(7) When an equipment on which the legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

(8) The grants payable to trustees and teachers with the requirements for earning the same are as shown in the following schedule:

SCHEDULE OF GRANTS

Requirements	Where the teacher is not certificated in Agriculture				Where the teacher is certificated in Agriculture, or receives a certificate during the year			
	To Trustees	To Teacher			To Trustees	To Teacher		
		For full year	For winter and spring term	For fall term		For full year	For winter and spring term	For fall term
A. FIRST PLAN								
(1) Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teachers' reports, trustees' statements, etc., fulfilled. (2) Supervised home gardens or projects by pupils of Forms III., IV. and V. (3) Well kept grass and flower pots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.	Up to but not exceeding $8.00	$8.00	$4.00	$3.00	Up to but not exceeding $20.00	$20.00	$10.00	$8.00
B. SECOND PLAN								
(1) Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement, etc., fulfilled. (2) A well conducted pupils' school farm or school garden, at or in connection with the school, having at least six square rods for experimental and observation plots of local use and interest. (3) Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes. (4) For other pupils of Forms III, IV, and V, not represented in the work on the six square rods, either additional plots in the school garden, or supervised gardens or projects at home.	Up to but not exceeding $12.00	$12.00	$6.00	$5.00	Up to but not exceeding $30.00	$30.00	$15.00	$12.00

FORM V

15. On the report of the Director that the Regulations have been satisfactorily complied with, the Department will pay the following grants:

(1) An annual grant, not exceeding $100.00 in each case, will be paid to the School Board for carrying out the First and Second Years' Courses in Agriculture and Horticulture. For carrying out the First Year Course only, an annual grant not exceeding $50 will be paid.

(2) An annual grant of $80 will be paid to the teacher who holds an Intermediate certificate in Agriculture and Horticulture for the First and Second Years' courses carried on for the calendar year, or of $40 for the courses carried out to the end of June, and of $30 for the remainder of the year. For carrying on the work of the First Year's course only, one half of the above amounts will be paid.

(3) The grants will be apportioned on the reports for the calendar year.

(4) The accounts for the work shall be kept separate from the general school expenditure, and a financial statement shall be submitted on a special form by the Secretary to the Minister at the end of December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

(5) The legislative and any municipal grants to the School Boards for Agricultural Education are made solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school, and may be expended as follows:

For agricultural or horticultural books or charts, for subscriptions to journals on farming, dairying, gardening, beekeeping, poultry keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work, and for such other purposes as may be approved by the Minister.

For further information concerning the work see Circular 13 (1).

Physical Culture

16.—(1) For the training during the school year in a Public or Separate school of a Cadet Corps an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(2) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(3) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(4) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(5) The allowance will be calculated on the number of enrolled cadets present at the annual inspection; and, in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(6) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(7) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

17.—(1) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(2) A grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, upon the certificate of the Inspecting Officer to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

18. Where a Cadet Corps has been duly established in connection with a Public or Separate School, an additional annual grant of $50 will be paid to the School Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who, in the case of the Public and Separate Schools shall be at least fourteen years of age and not over eighteen.

(2) The Instructor shall hold a certificate as Specialist in Physical Culture granted by the Department of Education.

(3) The work in Physical Culture of the whole school shall have been reported to the Minister of Education as satisfactory by the visiting School Inspector.

(4) The grant of $50 shall be spent as an addition to the Instructor's ordinary salary or on the equipment for Physical Culture as the Board may determine.

Rural School Libraries

19.—(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased before October 1st in each year, provided no school receives more than $10.00, and provided no purchase is less than $10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

(2) All applications for this grant shall be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department not later than the first day of November, on a form to be provided, which must be forwarded to the Department.

Contingency of Grants by Ontario Department of Education

20. If in any year the amount voted by the Legislature of Ontario for any of the services recognized in Regulations 1-19 above is insufficient to pay the grants in full, or if there is a balance over, the Minister of Education may make *pro rata* reduction or increase in the case of such grants.

AUTHORIZED TEXT-BOOKS

NOTE.—In the following Regulations, "Principal" applies to the head teacher where there are more teachers than one, and to the teacher where there is only one.

1. As specified therein the text-books listed in Schedules A below, and the accompanying Blank Books listed in C below—shall be authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes. In Schedule B are listed the Readers prescribed by the Minister of Education for use as defined in 11 (1), and (2) below, and in Schedule D the Manuals provided for teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, and C below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. As may be determined by resolution of the Board of School Trustees, the following, as prescribed by the Regulations and as selected by the Principal and approved by the Inspector, shall be purchased by the pupils or provided by the Board of School Trustees in the school library for the pupils' use in numbers satisfactory to the Inspector:

(1) The three books in English Literature to be read by candidates preparing for a Departmental Examination in addition, in the case of Form IV, to the Fourth Golden Rule Book; and—

(2) Supplementary Reading for all the Forms.

4. No text-books are authorized in Art, Biology, Agriculture and Horticulture, Manual Training, or Household Science, but suitable reference books, selected by the Principal and approved by the Inspector, shall be provided in the school library by the Board of School Trustees for the pupils' use in numbers satisfactory to the Inspector.

5. For Religious Instruction in the Public Schools, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

6. The edition of the Ontario Public School Speller which was used in any school during the school year ending the thirtieth of June, 1914, and the continued use of which was recommended by resolution of the Board of School Trustees passed on or before the re-opening of the schools in September, 1914, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases the Principal shall introduce the text-books authorized in this circular which are not already in use in his school.

7.—(1) The Principal shall submit to the Inspector at his official visit a copy of each of the resolutions provided for in 3 and 6 above and in 11 (1) and (2), below, duly dated and certified by the Secretary of the Board of School Trustees.

(2) It shall be the duty of the Inspector to see, at his first visit to each school that the resolutions of the Board of School Trustees referred to in 7 (1) have been

duly passed, and, when necessary, from time to time thereafter, that the provisions of the aforesaid regulations have been duly carried out in the school.

8. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public and Separate Schools.

9. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

10. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1913-1914, in French or German Reading, Grammar, and Composition shall remain authorized for use during the school year 1914-1915.

11. As may be determined by resolution of the Board of School Trustees, the following books, as prescribed by the Regulations, shall be purchased by the pupils or provided by the Board in the school library for the pupils' use in numbers satisfactory to the Inspector:

(1) (*a*) The Readers in History and Geography, and either Hygiene for Young People or The Story of the Human Body or both, which are herein prescribed by the Minister of Education for use in Form III of a Public or a Separate School.

(*b*) Under the same conditions these Readers may be used as supplementary to the authorized texts in the higher Forms.

(2) The First, Second, Third, and Fourth Golden Rule Books which are herein prescribed by the Minister of Education for use in Forms I (*Senior Grade*), II, III, and IV, respectively, of a Public or a Separate School.

SCHEDULE A

Text Books Authorized

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. $0.10

Ontario School Geography. Educational Book Company of Toronto, Ltd. (*Authorized for the Fourth and Fifth Forms.*) ..... .65

Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized for the Fourth and Fifth Forms*) ..... .10

Ontario Public School History of England. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25

Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25

Ontario Public School Hygiene. The Copp, Clark Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .20

Ontario Public School Speller, Revised Edition. The Copp, Clark Co., Ltd. ..... .15

Ontario Public School Composition. The Copp, Clark Co., Ltd. (*Authorized for the Third, Fourth, and Fifth Forms*) ..... .15

Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. Each ..... .02

Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30

Ontario Readers. The T. Eaton Co., Ltd.:

Primer	$0.04
First Book	.06
Second Book	.09
Third Book	.14
Fourth Book	.16

Roman Catholic Separate Schools

Canadian Catholic Readers.—The Copp, Clark Co., Ltd.:

First Book, Part I	.05
First Book, Part II	.08
Second Book	.13
Third Book	.16
Fourth Book	.20

SCHEDULE B

Books Prescribed

Readers for Form III.—*See Regulation 11 (1).*

The Story of the British People. Thomas Nelson and Sons, Toronto, or The Copp, Clark Co., Ltd.	$0.35
The Story of the Earth and Its Peoples. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd.	.50
Hygiene for Young People. The Copp, Clark Co. Ltd.	.25
The Story of the Human Body. Thomas Nelson and Sons	.35

The Golden Rule Books.—The Macmillan Company of Canada, Ltd.—*See Regulation 11 (2).*

Book I	.20
Book II	.30
Book III	.35
Book IV	.40

The Golden Rule Books will be ready before the close of the present half year. The exact date will be duly announced.

SCHEDULE C

Blank Books Authorized

Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd.	$0.12
Ontario Pupils' Outfit in Business Papers. Educational Book Company of Toronto, Ltd.	.08
These two Blanks may be obtained in one packet at 20 cents.	
Ontario Blank Copy Books. E. H. Harcourt Co., Limited	.02
Ontario Blank Drawing Book. No. 1. W. J. Gage and Co., Ltd.	.05

SCHEDULE D

Teachers' Manuals

The Department publishes from time to time Teachers' Manuals dealing with methodology and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries; teachers may obtain copies at the prices given below on application to the Deputy Minister of Education.

The following Manuals have been published:—

Public and Separate Schools

Primary Reading, 10 cents.
Ontario Readers, Books II, III, IV, 25 cents.
Arithmetic, 15 cents.
Grammar, 15 cents.
History, 10 cents.
Literature, 25 cents.
Composition, 15 cents.
Manual Training, 25 cents.

At a later date the following will be published:

Art.
Spelling.
Geography.
Household Science.
Nature Study.
The Golden Rule Books.
The Time-table.
Topics and Sub-topics of Courses with notes on Method.

Special Notice to Teachers and School Boards

12. The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

Regulations for Separate Schools

13. The following sections in regard to authorized text-books in Public Schools are statutory. The same provisions are hereby prescribed as Regulations for the Separate Schools.

Public Schools Act

Revised Statutes of Ontario.

86. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations.

113. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the Inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the Legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion.

101.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant,

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

TEACHERS' INSTITUTES

1. On the report of the Public School Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes for the purpose of receiving instruction in methods of teaching and of discussing educational methods; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department, the Minister will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two daily sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) (a) In order that the teacher may attend the annual meeting of the Institute prescribed in (1) above, he shall close his school on the days appointed for said meeting.

(*b*) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

(4) In order to allow meetings of the teachers for school business and mutual improvement, the Board may authorize said teachers to close their schools at 2.30 or 3 p.m. on certain specified school days.

(5) In cities where more than one Institute have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationalists.

(6) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(7) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of, and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to his Inspector, in the case of Public, Separate, and Grade C Continuation Schools—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the Public, Separate, or Grade C Continuation School teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(*a*) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(*b*) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, Public, Separate or Grade C Continuation School teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied

with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

NOTE.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister of Education.

NOTE.—As heretofore, the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An Annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11. (1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(*a*) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above: and

(*b*) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association. [See Section 76 of *The Public Schools Act* and Section 45 (*o*) of *The Separate Schools Act.*]

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing Regulations.

EQUIPMENT

The equipment for Science and Art is chiefly for well organized Fifth Forms, but, when any of the items are suitable, they might be provided for the lower forms. The equipment in Physical Culture and Music is intended for all the Forms.

ELEMENTARY SCIENCE

Physics and Chemistry

The following apparatus is necessary in Physics and Chemistry; the probable price has been placed after each item; the pages referred to are those of *The Manual*. (See under *Reference Library* below.)

General

6 glass-stoppered bottles, 8 oz., $2.40 doz.
2 balances that weigh to centigrams (page 186), $12.00 up.
4 dry cells, 30c. each.
100 feet insulated copper wire, No. 20, 75c.
2 gasolene blast lamps (page 171), $3.50 to $5.00.
1 sonometer, $4.50 to $20.00.
1 spool piano wire for sonometer, 10c.
1 organ pipe (page 219), $1.50 to $6.00.
1 electric bell, 45c. to $8.00.
1 incandescent lamp with wire attachment (page 225), 50c. up.
5 pounds glass tubing, 6 mm. in diameter, 30c. lb.
3 pounds capillary glass tubing, opening 1 mm. in diameter, 60c. lb.
1 pound glass rod, about 6 mm. in diameter, 30c. lb.
1 square foot sheet rubber, very thin, 28c. ft.
1 bicycle pump, 25c. up.
3 metre stick, 30c. each.
2 cylindrical measuring glasses, 250 cc., 80c. each.
1 large round-bottomed flask, 1 litre, 22c.
1 atomizer or scent-bottle bellows, 25c.
1 set cork borers, set 3, 55c.
1 triangular file, 12c.
1 gross assorted corks, 50c.
2 bar magnets, 20c. each.
3 mortars and pestles, 18c. to $1.10 each.
2 pounds mercury, $1.00 lb.
1 dozen candles, 20c. doz.

Apparatus required by each pupil (or group of two)

1 celluloid rules about 6 cm. long (page 182), 5c. each.
1 burette, 30c. to $1.50.
1 pipette, 15 cc., 13c.
1 spring balance, 250 grams (page 187), 90c.
1 lamp chimney, 10c.
1 rubber stopper with one hole to fit the lamp chimney, 20c.; or $2.40 per lb.
1 iron stand with two rings, one 2″ diameter, the other 3½″, 40c.
1 funnel, 3″ diameter, 8c.
1 barometer tube, 35c.
1 pinch cock, 10c.
1 pulley, 45c.
1 metal cart for inclined plane (page 198), $1.00.
1 chemical thermometer (page 201), 70c.
1 round-bottomed flask, 10 oz., 10c.

1 flat-bottomed flask, 8 oz., 10c.
1 rubber stopper with two holes to fit flasks, 10c. each; or $2.40 per lb.
1 square of plate glass with two opposite polished edges (page 212), 28c. each.
1 prism of glass with flat ends (page 211), 40c. to 70c.
1 tuning-fork (page 215), $1.15.
1 compass needle (page 221), 55c.
1 sheet of zinc, 5″ x 2″, } 15c. set.
1 sheet of copper, 5″ x 2″,, }
2 knitting needles, 5c.
6 test-tubes, 5″ x ⅝″, 18c. doz.
1 test-tube, 6″ x ⅞″, 25c. doz.
1 hard glass test tube, 5″ x ⅝″, 5c.
1 watch-glass, 2″ diameter, 30c. doz.
1 crucible with cover, 1½″ diameter, 25c.
1 clay triangle, 75c. doz.
1 evaporating dish, 3″ diameter, 13c.
1½ feet rubber tubing to fit glass tubing, 10c. per ft.
3 pickle bottles, 50c. doz.
1 test-tube rack, 25c. to 60c.
1 Granite-ware dish, 8″ diameter, 4″ high, 15c.

Reagents

¼ oz. magnesium ribbon, $1.25 oz.
3 packages filter paper, 5″ diameter, 18c. each.
1 oz. phosphorus (yellow), 15c.
4 oz. mercuric oxide, 20c. oz.
8 oz. potassium chlorate, 50c. lb.
4 oz. manganese dioxide, 10c. lb.
4 oz. sulphur, 7c. lb.
1 oz. sodium, 50c. lb.
1 lb. granulated zinc, 20c. lb.
1 lb. sulphuric acid, 7c. lb.; bottles, 15c.
Litmus paper, 40c. doz. books.
1 lb. marble (get at stone cutter's), 10c. lb.
1 gallon wood alcohol, $1.50.
1 quart gasolene, 12c.; bottle, 10c.
1 lb. quicklime, 18c. lb.
2 lbs. iron filings, 10c. lb.
6 inches platinum wire, 15c. inch.

A small cupboard should be provided for storing apparatus and chemicals, and a simple laboratory table for carrying out experiments. The table should be kept for this use alone where there is no laboratory.

Botany and Zoology

For the work in Botany and Zoology it is desirable that each pupil should have a pocket magnifier (30-50 cents). A compound microscope ($11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles, will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

For progress in the School Museum, the natural history side of the subject, collections of specimens of the local fauna will have to be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. As occasion offers, it should be provided with specimens of local fish, frogs, reptiles, birds, insects, etc.

Aquaria

Aquaria of almost any desired form and price may be had from the dealers in school apparatus. Constant attention is necessary to ensure the best conditions in the aquarium, and the instructor should take pains to inform himself on the points requisite for good management.

Skeletons

While special study of the skeleton is prescribed only in the case of the mammal, it is nevertheless desirable to have at hand the skeletons of other vertebrate forms included in the course. A very satisfactory collection, including the cat, perch, frog, snake, turtle, and crow, is supplied by the dealers at an approximate cost of $35.00. The smaller schools should provide the cat or dog skeleton, and add the others by degrees.

Mounted foot bones of various types, such as pig, horse, sheep, rabbit, dog, and mole, are very useful, and may be purchased at an average price of about $2.00 each. These also could be accumulated by degrees.

Similar remarks apply to the prepared skulls of these types, the average price, however, being somewhat higher.

Preparations Preserved in Fluids

Preparations illustrating the different stages in the development of the frog, the snake, and the fish can be had at an approximate cost of $5.00 each. They are extremely useful. The smaller schools should be provided with at least the first named.

Admirable preparations of dissected specimens of the fish, frog, crayfish, fresh water mussel, earth-worm, and other types can be had at an average cost of about $5.00 each. The museums in the larger schools at any rate should have examples of these preparations.

Bird Skins and Mounted Birds

A collection of birds is indispensable in all the schools. There should be specimens of at east twenty representative birds of the locality, selected to show, among other things, the different types of feet and bills. The approximate cost of such a collection would be about $15.00.

Mammals

The museum in every school should contain stuffed specimens of a few representative wild mammals of the locality. Prices will vary very much according to the size of the specimen.

Insects

A standard collection of insects, representative of the different orders, should be provided in every school. Such a collection can easily be accumulated by the pupils themselves under the teacher's direction, and special care should be taken to guard it against injury. A fair value will be allowed for deserving collections made in this way.

Cabinets

For the proper preservation of skeletons, mounted birds, insects, and other dry museum specimens, dust-proof cabinets are essential. These should be constructed partly as glass-fronted cases with shelves, and partly with well fitted drawers which, however, will serve other purposes as well.

Museum Jars

As already suggested, specimens illustrating the general fauna of the locality should be collected, carefully preserved, and added to the museum. To accommodate the collections preserved in fluid, suitable jars are a necessity. These can be had from the dealers in considerable variety. Those known as "Crown" sealers, in pint and quart sizes, will answer most purposes; but jars with flat sides exhibit the contents to better advantage. Such jars, however, are more expensive.

Botanical Material

For botanical work, it is highly desirable that the pupils themselves should be encouraged to collect the material needed. A suitable cabinet with drawers is necessary for the herbarium, which should have a place in every school museum. The specimens kept in the herbarium should be carefully selected and mounted, and the whole should form a standard for the guidance of the pupils in this branch of their work.

Standard collections of woods should also be kept on view, and it serves a good purpose to have mounted on large sheets specimens illustrating special points, such as provision for seed-dispersal, varieties of stem-forms, etc.

A collection of woods showing the depredations of destructive insects would be very instructive.

Reference Library

A Manual of Suggestions for Teachers of Science in the Fifth Forms of the Public Schools has been prepared by the Department, and a copy has been sent to each school. Other copies may be obtained at 50 cents each, on application to the Deputy Minister.

Other works of reference should also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

Art

Models

The following lists are given for guidance:

1. Type objects made of wood and painted white.

One each of
- Sphere, 12 inches diameter.
- Cylinder, 8 x 12 inches.
- Cone, 8 x 12 inches.

Six each of
- Square Prism, 8 x 12 inches.
- Square Pyramid, 8 x 12 inches.
- Cube, 8 inches face.
- Hexagonal Prism, 8 x 12 inches.
- Circular Plinth, 8 x 2 inches.
- Square Plinth, 8 x 2 inches.

2. One skeleton form of a cube 2 ft. and a square pyramid, 2 ft. base and 2 ft. high.

3. Ceramics: Pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, jardinieres, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty, but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Unique objects, suitable also for decorative purposes: Chinese lanterns, parasols.

5. Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations: they are not to be counted as Art Models.

NOTES: 1.—Under the tariff, maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

2.—In schools unable to purchase an adequate supply of the more expensive pictures, the cheap reproductions may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

6. Plaster casts: Plaques, busts, figures, groups of figures, and historic ornaments. Casts are optional in Form V, but are desirable for both decorative and instructional purposes.

For a list of suitable pictures, reproductions, and casts, see *Educational Pamphlet* No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.

Working Equipment

1. Teacher's Easel and Drawing Board.
2. Drawing Boards for pupils (Three-ply 13″ x 17″).
3. Stands for Models.
4. A waterbottle for each pupil (4 oz. wide-mouthed pomade bottle).

Physical Culture

For Boys and Girls: Dumb bells, wands, basket ball, indoor base ball, volley ball, suspended bars, horizontal ladder.

For Boys (in addition): Rifles, or wooden rifles.

Music

Graded music readers.

Supplemental song-books and sheet music, chorus rehearsals and performances.

Modulators and charts.

Tuning forks.

Phonographic instruments and records

Musical Works for Reference Libraries.

A piano.

1. The piano or other musical instruments may be either purchased or rented.

2.—The purpose of Music Readers is to stimulate the study of music by providing songs and graded exercises without cost to the pupils. The books usually cost ten and fifteen cents each, less the usual 25% discount. At net prices a class of fifty pupils could be provided with music books at a cost of $3.75 to $5.60. The average life of a set of books is about two years.

3.—Supplementary music is frequently required to provide interesting variety in music study and material for concert and other programmes given by school pupils. This may be had in bound volumes containing collections of songs, arranged for two, three, or four voices as required, costing from 20c. to $1.00 per volume, or in octavo sheet music form at a cost of from three to twelve cents for each selection.

4.—The Modulator is a chart showing the construction of the various scales and their relation to each other. It is indispensable and should be found in every class room. It costs from 50c. to $1.25. Many excellent sets of exercises, published in chart form, have been found to be of assistance by teachers who do not feel competent to improvise their own blackboard tests and exercises. Charts of this sort range in cost from $2.50 to $14.00 per set.

5.—The tuning-fork is necessary in all classes for pitching the keys of the various exercises and songs. Cost 25c. to 50c. each.

6.—In communities where the sentiment in favour of Music in the school has been developed, the teachers of some grades of schools have, by various means, on their own responsibility, raised the funds necessary to provide a piano for their schools. It is used in accompanying the songs in the Kindergarten and Primary classes, in rehearsal of choruses by senior pupils, in accompanying and solo work at the Christmas and June closing exercises, and in providing music for the daily marches during assembly and closing of school.

Suitable instruments, in plain cases, cost from $250.00 upwards. Player pianos suited to all of above purposes and to illustrate more advanced musical composition cost about $550.00.

7.—Phonographic instruments provide an invaluable means of musical education. By their use pupils may become acquainted with a wide range of the best and most desirable music as performed by artists of recognized ability. The best way to cultivate a taste for good music is to hear good music. Suitable instruments may be had costing from $30.00 upwards, while the necessary records cost from 90c. to $6.00 each.

8.—No more desirable use could possibly be made, of a portion of the grant than in providing a Reference Library, containing such publications as have already been suggested for this purpose in the Departmental Catalogue.

PART II. EXAMINATIONS

JUNIOR AND SENIOR GRADUATION DIPLOMAS

Time and Place

1. (1) Two Diploma examinations will be held for pupils of the Public and Separate Schools, one for the Junior and the other for the Senior Diploma.

(2) The Junior Diploma examination will be held during the same week as the Junior High School Entrance examination, and at such centres as the Inspector may select subject to the Minister's approval.

(3) The Senior Diploma examination will be held in the month of June at such centres as the Minister may select.

Subjects of Examination

2. (1) The examination for the Junior Diploma will be based on the subjects of the Junior Grade of Form V. as follows:

Oral Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, Canadian History, Arithmetic, Algebra, and Art, with at least two of Elementary Science, Book-keeping, Manual Training, Household Science, and Agriculture and Horticulture.

(2) The examination for the Senior Diploma shall be based on the subjects of the Senior Grade of Form V, as follows:

Oral Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, Algebra and Geometry, and Art, with at least two of Elementary Science, Book-keeping, Manual Training, Household Science, and Agriculture and Horticulture.

(3) The candidate's knowledge of the selections prescribed for memorization by the Minister will be tested in the Literature question paper at each examination.

NOTES: 1.—Pupils in Rural schools intending to remain on the farm should take Elementary Science, Book-keeping, and Agriculture and Horticulture.

2.—A candidate who obtains a Senior Diploma taking Elementary Science shall have the right to enter the Middle School of a High School or a Model School on complying with the other conditions for admission. Such Senior Diploma will also be accepted in lieu of passing the Lower School examination for admission to the Normal Schools or the Faculties of Education.

Application

Dates

3. (1) Candidates for the Junior Diploma examination shall make application to the Public School Inspector on or before April 15th.

(2) Candidates for the Senior Diploma examination shall make application to the Public School Inspector on or before May 1st, on an official form to be obtained from him.

Limitations

4. (1) Only candidates who have been prepared in the Public or the Separate schools are eligible for admission to the examination for a Junior or a Senior Diploma.

(2) The official form of application shall include a certificate signed by the Principal that the applicant has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English Literature, two in prose and two in poetry.

(3) (*a*) In the case of candidates who take Science, Manual Training, Household Science, or Agriculture and Horticulture, the Principal shall submit to the Public School Inspector a certificate that up to the date thereof the applicant has taken up practically, as prescribed by the Regulations, the courses in the subject in which he intends to write, and that the Inspector or Director, as the case may be, has approved of such courses as being in accordance with the Regulations.

(*b*) The Inspector's or Director's official report shall be communicated to the School as soon as practicable after his visit.

(4) Unless all the conditions prescribed in Regulations (1), (2), and (3) (*a*) above are duly complied with, the Public School Inspector shall not admit the candidate to the examination in the subject or subjects.

Conduct of the Examination

5. (1) For the Junior Diploma, the examination papers will be prepared and distributed by the Department; but the examination shall be conducted, the answer papers read, and the results settled by the High School Entrance Board.

For this purpose, additional members competent to examine in special subjects shall be appointed.

(2) For the Senior Diploma the preparation and distribution of the question papers, the conduct of the examination, the reading of the answer papers, and the settlement of the results will be provided for by the Minister.

(3) When practicable, the Chief Presiding Officer at the Junior Diploma examination shall be the same as for the Junior High School Entrance examination.

(4) The Entrance Board shall make provision for reading the answer papers for the Junior Diploma, settling the results, reporting them to the Department not later than July 9th on the forms supplied, publishing the results after they have been approved by the Minister, and issuing the diplomas to the successful candidates.

(5) For the examination in Book-keeping, ruled sheets for journal and ledger may be supplied to the candidates at the discretion of the High School Entrance Board.

(6) The examination in Oral Reading shall be conducted by an examiner appointed by the Minister, and shall include questions on the principles based upon the passages read.

Valuation of Subjects

6. (1) At both examinations the writing shall be judged while the answer papers are being read, from the answer papers in one of the other subjects to be determined from time to time by the Minister in the case of the Senior, and by the Entrance Board in the case of the Junior; and the subject selected shall not be made known to the candidates.

(2) The maximum value to be assigned to Writing and Oral Reading respectively at each examination shall be 50 marks. In Reading, 35 of the 50 marks shall be assigned to the oral examination and 15 to the questions on the principles.

(3) The maximum for each of the examination papers shall be 100.

(4) The standard for pass at both examinations shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(5) A candidate who at the Junior Diploma examination makes 33 1/3 per cent. in each subject and 50 per cent. of the aggregate may, with the approval of the Minister, be granted a Junior High School Entrance Certificate.

Teachers' Reports

7. (1) (*a*) At both examinations a report as to the standing of the candidates shall be submitted by the Principal to the Minister or the High School Entrance Board, as the case may be, signed by the teacher or teachers immediately concerned in the preparation of the candidates.

(*b*) Only the names of the candidates, who in the opinion of the teachers concerned, have completed satisfactorily the courses for the examination may be included.

(*c*) This report shall be tested as prescribed in Regulation 7 (3), for the Junior High School Entrance examination, and, when satisfactory, shall be taken into account in settling the results.

(2) The forms for the use of Principals in making the reports of the standing of candidates for the Diplomas will be supplied by the Department.

Fees and Expenses

8. (1) The fee for the Senior Diploma examination shall be $5.00 and for the Junior $2.00, but in either case or in both, the Boards of the schools from which the candidates come may pay the whole or part of said fee.

(2) Both these fees shall be payable to the Inspector. Of the $5.00, the Inspector shall forward $3.00 to the Department and $2.00 to the Board of the school where the examination is held.

(3) (*a*) The Entrance Board shall make all necessary arrangements for the payment of the expenses of the Junior Diploma examination, and payment shall be made on the itemized statement of the Chairman of the Entrance Board.

(*b*) The additional Presiding officers necessary shall be paid at the regular rate of $5.00 a day for the Chief Presiding Officer, and $4.00 a day for each assistant.

(*c*) For reading the answer papers at the Junior Diploma examinations, the examiners shall be paid at the rate of $1.25 per candidate, and the Secretary at the rate of 8 cents per candidate.

DEPARTMENTAL HIGH SCHOOL EXAMINATIONS

Admission to the High Schools

Except where otherwise stated, the Entrance Board in the following Regulations means the High School Entrance Board of Examiners, consisting of the members appointed under the High Schools Act, excluding the additional members appointed under Sections 47 (3) and 48 (1) (a). In the case of the Public and Separate Schools, Principal includes the teacher in a one teacher school.

1. Under *The High Schools Act,* and subject to the Regulations hereinafter contained, candidates may be admitted by an Entrance Board, at the close of each school year, to either the Lower School of the High Schools on passing the Junior High School Entrance examination or to the Middle School on passing the Senior High School Entrance examination.

NOTE.—The appointed members of an Entrance Board remain in office until their successors have been appointed.

DAY HIGH SCHOOLS

Junior Entrance Examination

SUBJECTS

General

2. (1) Candidates for admission to the Lower School shall have completed the courses in the subjects of the following groups in accordance with the Regulations for Form IV of the Public and Separate Schools:—

GROUP I—History, Art, Hygiene, and Nature Study.

In the case of candidates from schools where Manual Training, Household Science or Agriculture and Horticulture is taken up in accordance with the Regulations as reported by the Departmental Inspector or Director—

(*a*) Where the Entrance Board accepts the certificate of the Principal as provided in Regulation 4 below, it may prescribe in addition to the foregoing subjects Manual Training for boys, Household Science for girls, or Agriculture and Horticulture for boys and girls; and

(*b*) Where a written examination is held in subjects of Group I the Entrance Board may make the same prescription of the foregoing subjects as soon as, in the judgment of the Minister, examiners are available who are competent to set examination papers and to read answer papers, and who are not engaged in instructing candidates in the foregoing subjects.

GROUP II—Oral Reading, Writing, Spelling, Geography, Grammar, Literature, Composition, and Arithmetic.

(2) (*a*) Candidates shall also have read carefully during the preceding school year the Golden Rule Book IV and at least three other suitable works in English Literature, selected by the Principal for each pupil from a list prescribed by the Minister. See Circular 58.

(*b*) At least the Golden Rule book shall have been read by the pupils in class.

(*c*) Candidates shall also have memorized the list of selections prescribed by the Minister. See Circular 58.

(3) (*a*) A certificate from the Principal that the provisions of 2 (2) (*a*) and (*b*) above have been duly carried out shall be transmitted to the Inspector at least one week before the examination begins, in the case of those who take the written examination, and at a time to be fixed by the Entrance Board, in the case of those who claim admission on the Principal's certificate.

(*b*) Without this certificate, the candidate shall not be granted a Junior High School Entrance certificate.

(4) The question papers in Literature will be based partly on passages from the Fourth Reader and partly on sight passages. On these papers the candidate's knowledge of the selections for memorization shall also be tested.

Limitation of Courses in Hygiene, Art, and Nature Study

3.—(1) If the Public School Inspector or Inspectors who are members of an Entrance Board deem it necessary in the condition of their schools to omit some of the topics or sub-topics of the Hygiene, Art, and Nature Study of Form IV, he or they shall propose them to the Entrance Board, which may recommend to the Minister, with or without modifications, such proposed omissions.

(2) Where there are more Entrance Boards than one in an inspectorate, the omissions provided for above shall be proposed to each Board by the Public School Inspector or Inspectors and shall be settled by correspondence conducted, or at a conference called, by the Inspector or Inspectors, as he or they may deem it expedient.

(3) The Public School Inspector or Inspectors concerned shall report the recommendations of the Entrance Board or Boards to the Minister, with the reasons therefor and any report he or they may desire to make thereon, not later than October 31st of the school year 1914-1915 and October 1st in subsequent years.

(4) On receipt of the Minister's decision, the Public School Inspector shall communicate it forthwith to the Separate School Inspector and the Principals of the Public and Separate Schools concerned, and to any other schools or candidates that may apply for information.

(5) When there are more Public School inspectors than one in a High School district, the duties assigned in (1), (2) and (3) above to the Inspector shall be performed by the Chief or Senior Public School Inspector, as the case may be, after due consultation with his colleagues or colleague.

Schemes of Admission

4. As provided by *The High Schools Act* and subject to the Regulations herein contained an Entrance Board shall admit candidates to the Lower School of a High School in accordance with one of the following schemes and the Regulations pertaining thereto:

(1) (*a*) In the case of Group I, on a written examination in one or more of the subjects of the group on question papers prepared by members of the Entrance Board whose pupils are not candidates at the examination, the certificate of the Principal of the Public, Separate or Normal Model School being accepted in the case of the subject or subjects in which no examination is held: *or*, on the certificate of the Principal of the Public, Separate or Normal Model School in regard to all the subjects of the group.

(*b*) In the case of Group II, on a written examination in all the subjects of the group, on question papers prepared by a Provincial Board appointed by the Minister; *or* on the certificate of the Principal of the Public, Separate, or Normal Model School in regard to all the subjects of the group.

(2) The certificate of the Principal prescribed in (1), (*a*) and (*b*) above shall state that the candidates from his school whom he recommends for admission have completed to his satisfaction and in accordance with the Regulations the courses in the subjects to which his recommendation refers, and shall be accepted by the Entrance Board only after due investigation as provided in Reg. 11 (2) below.

(3) As early as possible in each school year, the Entrance Board shall notify the Inspectors in charge of the Separate and Normal Model Schools in its district, of the scheme of admission it has decided to adopt.

(4) On the report of the High School Inspector that the attainments of the pupils admitted on the certificate of a Principal are not satisfactory, the Minister may order that the system of admission be amended, or that, until further notice by him, the pupils from such school shall be admitted thereafter under the examination system.

(5) The Principal of a High School may accept a Junior Public School Graduation Diploma in lieu of a Junior High School Entrance certificate.

(6) Candidates from schools which have not been inspected by a Public or Separate School Inspector or the Inspector of Normal Model Schools shall take the written examinations in all the subjects of both Groups.

Admission on Examination

Centres and Dates

5.—(1) The written examination on the subjects of Group I shall be held annually at such centres and on such dates as the Entrance Board may select within the thirty days immediately preceding the examination in Group II, and a copy of each examination paper so set shall be sent to the Minister with the Entrance report.

(2) The written examination on the subjects of Group II shall be held annually in June at the centres provided in *The High Schools Act*, in accordance with a time-table to be issued by the Minister from time to time.

Duties of Candidates and Inspectors; Fees

6.—(1) Either directly or through the Principal, each candidate shall notify the Public School Inspector concerned before April 15th of the examination centre at which he purposes writing.

(2) Except with the approval of the Public School Inspector or Inspectors concerned, each candidate shall write at the examination centre within the inspectorate nearest the school at which he was prepared for the examination.

(3) The Inspector shall notify the Deputy Minister not later than April 20th in each year on a form to be supplied by the Department, of the number and location of the Entrance centres in his inspectorate, the name and address of each Presiding Officer, and the probable number of candidates for examination at each of such centres. Immediately thereafter he shall send to each Presiding Officer one copy of the Circular of Instructions.

(4) Candidates shall pass in both Groups I and II in the same year.

(5) Where candidates are charged fees, as provided in *The High Schools Act*, such fees shall be paid to the Chief Presiding Officer at each centre before the close of the first day of the examination, and shall be paid over at or before the close of the written examination to the Treasurer of the County or of the High School Board, as the case may be.

Principal's Report

7.—(1) (*a*) Before the examination begins, a report as to the standing or his candidates in the subjects of the examinations shall be sent by every Principal to the Public School Inspector for the consideration of the Entrance Board in connection with the examination results.

(*b*) Only the names of the candidates who, in the judgment of the Principal, have satisfactorily completed the course for this examination may be included in the report.

(2) On application to the Deputy Minister, blank forms for the use of Principals in making their reports on the standing of their candidates at the examination will be sent to the Inspector, who shall state the number required.

(3) (*a*) The reliability of the Principal's report shall be tested by a comparison of the marks assigned to each of the candidates in his report with those obtained by the candidates at the examination.

(*b*) A report that does not meet the foregoing test satisfactorily shall not be taken into account in settling the results.

Valuation of Answer Papers

8.—(1) (*a*) At the examination in Group II the answer papers shall be valued and the results reported to the Minister by the Entrance Board.

(*b*) The marks for the subjects of Group II shall be apportioned as follows:—

Oral Reading, Writing, Spelling, each 50; Literature, Grammar, Composition, Geography, and Arithmetic, each 100.

At the examination in Group I each subject shall be valued at 100 marks.

(2) (*a*) Two marks shall be deducted for each misspelt word in the answer paper in Spelling.

(*b*) In addition to the deductions for mistakes in the answer paper in Spelling, reasonable deductions shall be made for misspelling in all the other answer papers in the Group or Groups.

(c) Deductions shall also be made in each group for lack of neatness.

(3) Deductions made under this regulation shall be recorded on the back of the candidate's answer papers.

Pass and Honour Standing

9.—(1) (a) (i) At the examinations in Group II, a candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks shall be entitled to Pass standing in the group.

(ii) A candidate who obtains 40 per cent. of the marks in each subject and 75 per cent. of the aggregate of the marks for the examination shall be entitled to Honour standing.

(b) When a written examination is held in any or all of the prescribed subjects of Group I, the Pass percentages shall be fixed by the Entrance Board. At this examination the results shall be settled by the Entrance Board.

(2) When a candidate is near the Pass mark in either Group, the members of the Entrance Board, and the Assistant Examiners, when needed, shall re-read as many of his answer papers as may be necessary to settle the question of his fitness to take up High School work.

(3) At the examination in Group II the Entrance Board may recommend to the Minister for Pass standing a candidate who has failed in only one subject, but has made at least 25 per cent. in said subject and who has made, above the prescribed aggregate, not less than 4 marks for each defect of one mark in the subject.

(4) (a) After due investigation the Entrance Board may admit in Group I and may recommend to the Minister for admission in Group II, a candidate whose case deserves special consideration on account of age, illness or family bereavement affecting the examination, or other like unavoidable causes of failure at or absence from all or part of the examination, whose parents or guardian undertake that he shall enter a High School the following September, and who, in the judgment of the Entrance Board and of the Principal of the school in which he was prepared, is able to take up the work of the High School. In the case of Group II, full particulars shall be given in the report to the Minister.

(b) Allowance for age shall not be made in the case of a candidate—

(i) who is not at least fifteen years of age; or

(ii) who makes less than 25 per cent. of the marks in any subject; or

(iii) who, in the opinion of the Entrance Board, is not able to carry on the work of the High School.

(5) The Chairman of the Entrance Board may also submit a case to the Board for consideration on the complaint of any candidate or of any other person, made not later than September 15th.

(6) In making allowances, the Entrance Board shall also take into account the Principal's report provided for in Regulation 7, and when, in the case of Group II, special allowance is recommended in consideration of the report, this fact shall be noted in the "Remarks" column of the Entrance Board's report to the Minister.

Appeals

10. Candidates who have been finally rejected by the Entrance Board may have their papers re-read on lodging an appeal with the Deputy Minister before September 30th, and on paying a fee of $2.00, which will be returned if the appeal is sustained.

Admission on Certificate

11.—(1) When, as provided in Regulation 4 above, an Entrance Board decides to consider the desirability of adopting the scheme of admitting candidates from a school on the Principal's certificate in Group I or Group II or in both Groups, it shall direct the Inspector concerned to make a report to said Board in the case of each school in his inspectorate preparing candidates for admission to the High Schools, as to whether the subjects prescribed therefor in Groups I and II respectively are being taken up to his satisfaction in all the forms of the school, having regard to the character of the teaching, the organization, and the management.

(2) In the event of the Entrance Board's deciding, on said report, to admit candidates on the certificate of the Principal of any of said schools, the Secretary shall, as soon as practicable thereafter, notify the Principal of the Board's decision, and shall direct him to forward to the Secretary of the Entrance Board, on a date, not later than June 1st, to be fixed by it, for the consideration of said Board, a certified list of the candidates recommended, and a certified copy of the time-table in use in Form IV since the Inspector's last visit, with copies of the promotion examination papers in the Group or Groups set for the pupils of Form IV and with the results of said examinations, and any other records or particulars the Entrance Board may require. The Entrance Board shall settle which candidates on the Principal's list shall be admitted.

(3) The Entrance Board's decision as to the acceptance or rejection of the candidates listed in the Principal's certificate shall be forwarded by the Secretary of the Board to the Principal, so that he may receive the notice not later than one week before the written examination in the Group or Groups.

(4) If the Entrance Board desires any modification of the above scheme, it shall apply to the Minister for his approval, before putting it into operation.

Admission between Examinations

12. A candidate who has attended a private school in Ontario or any school elsewhere, and who, for reasons satisfactory to the Principal and the Public School Inspector, or the Chief or Senior Public School Inspector, as the case may be, did not present himself at the preceding Entrance examination, may be admitted to a High School, provided that, after due investigation and examination, he is, in their judgment, able to take up the work of the High School and that before such admission the Minister approves of the recommendation therefor, duly signed by the Principal and Inspector and setting forth the age, the school record, and the attainments of the candidate, and the reason why he did not present himself at the examination.

Organization of the Day Entrance Board

Composition

13. Except for special reasons approved by the Minister, no Day High School Entrance Board shall consist of fewer than three members.

CHAIRMAN

14.—(1) The High School Principal, or one of the High School Principals to be selected by the Entrance Board when there are more High School Principals than one, shall be the Chairman of the Entrance Board.

(2) The Inspector or the Senior Inspector, as the case may be, shall be the Chairman of an Entrance Board on which there is no High School Principal.

15.—(1) The Chairman of an Entrance Board shall call and preside over the meetings of the Board.

(2) He shall see that the Board performs all the duties assigned to it by the Regulations.

(3) He shall sign all certificates and reports and shall see that they are forwarded by the Secretary in due time.

(4) He shall certify to and transmit the necessary statements for all payments due the members of the Entrance Board.

SECRETARY

16.—(1) The Public School Inspector, or one of the Public School Inspectors to be selected by the Entrance Board when there are more than one Inspector, shall be the Secretary of the Entrance Board. When the amount of work is too great for one Secretary, the Entrance Board shall appoint one or more Assistant Secretaries, who shall hold the qualifications of a member of the Entrance Board.

(2) (*a*) Where there is an Entrance examination, the Secretary or Secretaries shall enter and total in the minute book or other record the marks as reported by the Examiners, and, by indicating the passes, the doubtful cases, and the failures in subjects and totals, shall prepare the case of each candidate for the consideration of the Entrance Board.

(*b*) Where candidates are admitted without passing the Entrance examinations, the Secretary or Secretaries shall record the data which the Entrance Board accepted in making such admissions and the reasons for rejection when the Board did not accept the Principal's recommendation in the case of any candidate.

(*c*) The Secretary or the Secretaries shall also keep the other minutes of the Board, and shall forward the prescribed reports to the Minister and the certificates to the successful candidates and their marks to the unsuccessful candidates.

(3) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of both Secretary and Chairman.

EXAMINERS

17.—(1) The members of the Entrance Board shall arrange among themselves the division of the examination of the subjects.

(2) No Examiner, whether he be a member of one or of more than one Board, shall have assigned to him for valuation, at the examination in Group I or Group II, more than the equivalent of all the answer papers of 75 candidates.

(3) Where an Inspector is a member of two or more Entrance Boards, he shall consult with the Chairman of each regarding the dates of the Board meetings and the number of answer papers to be assigned to him for examination, in order that (1) above may be duly observed, and that he may be able to attend the meetings of each Board.

(4) Where the foregoing Regulation necessitates the appointment of assistant Examiners, as provided by *The High Schools Act*, preference shall be given in the following order to Examiners qualified under said Act and competent in the judgment of the Board:

(*a*) Teachers actually and regularly engaged in teaching in a Public or Separate School the classes not lower than those of Form IV.

(*b*) Teachers actually and regularly engaged in teaching the lowest classes of a High or Continuation School.

18.—(1) As far as practicable, the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer papers of his own pupils.

(2) (*a*) As far as practicable, when the reading of the answer papers begins, all the examiners shall value together enough of the answer papers in each subject to enable them to maintain a uniform standard.

(*b*) In order also to secure as far as practicable uniformity of standard two or more Entrance Boards may jointly value the answer papers and settle the results.

(3) No one shall be permitted to examine the answer papers except the members of the Entrance Board and the Assistant Examiners.

(4) When so directed by the Entrance Board, the Oral Reading of candidates in urban schools may be examined at said schools by a member or a committee of members of the Board, as the Board may decide, during the school days immediately preceding those on which the Entrance examination is held, and in accordance with a time-table approved by the Principal.

PRESIDING OFFICERS

19.—(1) At each centre there shall be a chief presiding officer and such assistant presiding officers as may be required under (4) below. The chief presiding officer shall have the general oversight of the examination and the custody of the question and the answer papers, and both he and the assistant presiding officers shall be responsible directly to the Minister for the proper performance of their duties.

(2) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(3) The other chief presiding officers, and the assistant presiding officers, shall be appointed and located by the Entrance Board.

(4) The number of candidates under each presiding officer shall not exceed forty.

(5) No presiding officer shall preside over his own pupils.

Expenses of Examination

20.—(1) A Presiding Officer at the examination in Group I or Group II shall be paid at the rate of $5.00 a day, and an Assistant Presiding Officer at the rate of $4.00 a day, for presiding at the examination.

(2) A Presiding Officer whose place of residence is not at the centre where he presides shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(3) An Examiner in Group I or Group II whose place of residence is not at the centre where the meetings of the Entrance Boards are held shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(4) Except with the consent of the High School Board, the Board of Education, or the County Council, or the Minister, as the case may be, the allowance for said conveyance shall not exceed $3.00.

21.—(1) (*a*) The Examiners who set the question papers in Group I shall be paid at the rate of $5.00 a paper.

(*b*) The Examiners who read the answer papers of candidates at the examination in Group I shall be paid at the rate of 10c. an answer-paper, and at the examination in the subjects of Group II at the rate of 75c. a candidate.

(2) The Secretary shall be paid at the rate of $5.00 per day of six hours for secretarial work in connection with the entrance results when not performed at regular meetings of the Entrance Board, but his total remuneration for both the secretarial work and the reading of answer papers shall not exceed the amount provided for each of the other members of the Entrance Board under Regulation 17 (2) above; and when one or more assistant Secretaries are appointed the total remuneration of each for the same duties shall not exceed the total remuneration of the Secretary.

(3) For attendance at the meetings of the Entrance Board when making arrangements for the examinations or when settling the results both in the case of the written examination and the acceptance of the teacher's certificate, each member attending shall be entitled to $5.00 per day of six hours' work, in addition to the fee to which he is entitled under (1) and (2) above.

22.—(1) All payments under the High School Entrance Regulations shall be made on the itemized statement of the Chairman, as provided in *The High Schools Act;* but this statement shall not be rendered until the Minister has approved of the Entrance Board's report of the examination.

(2) The School Board at a centre, whether in a county or a territory without county organization, shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

(3) A refund of any payment made to a Presiding Officer or Examiner may be required by the High School Board, the Board of Education, or the County Council in any case where it has been found subsequently to such payment that the Regulations have not been fully observed, and it shall be the duty of the Entrance Board to report to the School Board or the County Council for its action in any such case.

Reports to Department

23.—(1) Where candidates are admitted either by written examination or on the certificate of the Principal, the Entrance Board shall transmit to the Deputy Minister, for the Minister's consideration, not later than fifteen days after the close of the examination, the report in the case of each candidate, in accordance with the particulars specified in the official form, with a solemn declaration, signed by the members of the Board, that the provisions of the Regulations have been duly observed.

(2) Under no circumstances shall any information whatever, concerning the results, be made public until the Secretary of the Board has been so authorized by the Minister.

(3) The marks obtained by the candidates, whether they have been successful, or have failed, shall not be made public, but unsuccessful candidates are entitled to their marks.

Disposal of Answer Papers

24.—(1) Except as provided in Regulation (2) (*a*) below, or when required by the Minister, the answer papers of candidates at the examination in Group II shall not be forwarded to the Department, but shall be retained by the Chairman until May 31st of the following year.

(2) (*a*) The Entrance Board shall forward to the Department, per express prepaid, concurrently with the forwarding of its report of the examination, the answer papers of all the candidates at the examination in Group II who have been recommended for special consideration and whose names appear in the report.

(*b*) The answer papers for each centre shall be arranged by subjects, tied in one parcel, and the parcels for the several centres returned in one of the bags provided.

NIGHT HIGH SCHOOLS

Scheme of Admission

25.—(1) Subject to the Regulations, a candidate shall be entitled as provided by *The High Schools Act,* to enter a High School, conducted at night, when, in the opinion of a Night High School Entrance Board, consisting of the Principal of the High School and the Public School Inspector or the Chief Public School Inspector of the High School District, after due examination or other investigation, he is competent to take up the subjects as prescribed by the Regulations; but such admission shall not admit to the High School when conducted by day.

(2) Candidates who hold Junior High School Entrance or higher certificates shall also be entitled to admission.

Organization of the Board

26.—(1) Of the Night High School Entrance Board, the Principal of the Night High School shall act as Chairman, and the Inspector or the local Chief Inspector, as the case may be, shall act as Secretary.

(2) When the number of applicants is too large to allow the completion of the report, as prescribed under Regulation (3) (*a*) below, the Night High School Entrance Board may appoint, for the purpose of examining the applicants, one or more persons who shall be duly qualified for membership of a High School Entrance Board.

Conduct and Expenses of the Examination

(3) (*a*) Within one week after the application of the candidate, the Board shall submit for the consideration of the Minister, on an official form to be obtained from the Department, the following particulars in regard to said candidate:

Age, schools attended, school and examination record, result of the Board's investigation or examination, and the subject or subjects of the High School Course which the candidate wishes to study.

(*b*) The certificate of admission provided for below shall set forth the subject or subjects of the classes to which the candidate has been admitted.

(4) On the submission of an itemized statement by the Chairman of the Night High School Entrance Board, the High School Board or the Board of Education shall pay:—

(*a*) Each member and examiner of the Night High School Entrance Board $5.00 per period of six hours' work in connection with the admission of candidates: and—

(*b*) The cost of the stationery or any other necessary supplies and all incidental expenses.

Certificates

27.—(1) Subject to the appeal provided for in Regulation 10, and in every case, to the Minister's approval, the decision of a Day or Night Entrance Board shall be final with regard to the admission or rejection of any candidate.

(2) Each candidate admitted to a Day or a Night School shall be entitled to a certificate signed by the Chairman and the Secretary of the Entrance Board.

SENIOR HIGH SCHOOL ENTRANCE EXAMINATION

Subjects

28. (1) An examination for admission to the Middle School of a High School will be held in June of each year at such centres as the Minister may select, and in accordance with a time-table to be issued by him from time to time.

(2) The subjects of examination shall be those prescribed for Form V of the Public and Separate Schools, as follows:—

Oral Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, and Algebra and Geometry, together with (*a*) Elementary Science and Art, *or* (*b*) Latin and French, *or* (*c*) Latin and German.

(3) (*a*) The examination in English Literature shall be based partly on sight passages and partly on the passages from the Literature prescribed. See Circular 58.

(*b*) The candidate's knowledge of the selections prescribed for memorization shall be tested on the Literature paper. See Circular 58.

(4) (*a*) A duly admitted candidate may also take at this examination the question paper in the Lower School Course in Manual Training, Household Science, or Agriculture and Horticulture, and shall have the marks obtained thereon added as a bonus to the aggregate of his marks on the obligatory papers, provided (i) that he makes at least 50 per cent. of the maximum of marks assigned to the subject selected, (ii) that the Principal submits to the Public School Inspector with his application, a certificate that up to the date thereof he has taken up practically, the Course in said subject, as prescribed by the Regulations, and (iii) that the Inspector or Director concerned has approved of the course as being in accordance with the Regulations.

(*b*) The Inspector's or Director's official report shall be made to the Minister within ten days after his visit. It will then be communicated to the school concerned.

Admission

29. (1) Only candidates who are in attendance at Form V of a Public or Separate School, or a Continuation School where only Lower School work is taken up, shall be admitted to the Senior High School Entrance examination.

(2) Candidates shall make application to the Public School Inspector before May 1st on an official form to be obtained from him.

(3) The fee for this examination shall be $5.00, $3.00 of which the Inspector shall forward to the Department and $2.00 to the Board of the School at which the examination is held. All or part of the fee may be paid by the County Council or the Board of the School from which the candidate comes.

(4) (*a*) The candidate shall submit to the Public School Inspector, with his application, a certificate from the Principal that he has read during the year

preceding the examination, in addition to the works taken up regularly in the class, at least four works in English Literature, two in prose and two in poetry.

(*b*) The Candidate shall also submit to the Public School Inspector a certificate from the Principal, that, up to the date thereof he has taken up, practically, as prescribed by the Regulations, the courses in Science on which he intends to write at his examination, and that the Inspector concerned has approved of the courses as being in accordance with the Regulations.

(5) The Inspector's official report shall be communicated to the School as soon as practicable after his visit of inspection.

(6) Unless the conditions prescribed in Regulations 28 (4) and 29 (1)-(4) are fully complied with, the Public School Inspector shall not admit the candidate to the examination.

Conduct of the Examination

30. (1) (*a*) The question papers shall be prepared, the answer papers valued, and the results reported to the Minister by a Provincial Board of Examiners appointed by him.

(*b*) The distribution of the question papers, the conduct of the examination at the various centres, the reading of the answer-papers, and the settlement and communication of the results shall be provided for by the Minister.

(*c*) The School Board at each centre, or the County Council, as the case may be, shall pay the cost of stationery and any other necessary supplies and all other incidental expenses. It shall also pay the cost of any additional presiding that may be necessary.

(2) The examination in Oral Reading shall be conducted by a local Examiner recommended by the Public School Inspector and approved by the Minister and shall include questions on the principles based on the passage read by the candidate.

(3) The Writing shall be judged from the answer papers in one of the other subjects to be determined by the Minister from time to time.

31. (1) There shall be one question paper in each subject except Writing and Reading.

(2) The maximum for each of the examination papers shall be 100.

(3) The maximum for Writing shall be 50.

(4) The maximum for Reading shall be 50, of which 35 shall be for Oral Reading and 15 for questions on the Principles based on the selection read.

(5) (*a*) The standard for Pass shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(*b*) The standard for Honours shall be 40 per cent. in each subject and 75 per cent. of the aggregate marks.

Teachers' Reports

32. (1) A report signed by all the teachers concerned, as to the standing of their candidates, shall be submitted to the Minister by the Principal before the beginning of the examination.

(2) Only the names of the candidates who, in the opinion of the teachers, have completed satisfactorily the Courses for examination may be included in this report.

(3) This report shall be tested as prescribed in Regulation 7 (3) for the Junior High School Entrance examination, and, when satisfactory, shall be taken into account in settling the results.

Repeal of Regulations

All former Regulations of the Department of Education that are inconsistent with the Regulations in Parts I and II herein are hereby repealed.

NOTE.—In the published pamphlet, *Regulations, Courses of Study, and Examinations of Public and Separate Schools*, there appears in addition "Part III, Extracts from the Public and Separate Schools Acts, and The Department of Education Act."

REGULATIONS AND COURSES OF STUDY AND EXAMINATIONS OF THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES

REGULATIONS

NOTE.—*In the following Regulations, Department means the Department of Education; Minister, the Minister of Education; and Regulations, the Regulations of the Department of Education. Except where otherwise evident, the term High School includes Collegiate Institute, and the term Board includes High School and Collegiate Institute Boards and Boards of Education.*

ESTABLISHMENT OF SCHOOLS

Day High Schools

1. The establishment of a High School under *The High Schools Act* or *The Board of Education Act* may be approved by the Minister when it is shown to his satisfaction that the Board has provided:

(1) Adequate and suitable accommodations as prescribed in Regulations 5 and 6.

(2) Adequate and suitable equipment as prescribed in Regulation 7.

(3) An adequate and suitable staff of legally qualified teachers as prescribed in Regulation 8.

Collegiate Institutes

2. Under *The High Schools Act*, a Collegiate Institute may be established by the Minister if it is shown to his satisfaction that the Board has provided:

(1) Adequate and suitable accommodations as prescribed in Regulations 5 and 6.

(2) Adequate and suitable equipment as prescribed in Regulation 7.

(3) An adequate and suitable staff of legally qualified teachers as prescribed in Regulation 8.

Approved Schools

3. (1) On the report of the Inspectors and the Director concerned, approved by the Minister, a High School or Collegiate Institute shall be entitled to the status of an Approved School of the First or the Second Grade, and to the special grant hereinafter provided therefor, according to the degree of the completeness with which it fulfils the following requirements:

ACCOMMODATIONS AND EQUIPMENT

(*a*) The accommodations and equipment shall be those prescribed for the class of School to which it belongs and shall be both adequate and suitable for the courses taken up.

STAFF

(*b*) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

ORGANIZATION AND MANAGEMENT

General

(*c*) The organization and management of the whole school shall meet the requirements of the Regulations and the necessities of the situation.

PUPILS' WORK

(*d*) The courses in which practical work is prescribed shall be taken up practically throughout by the pupils and shall be satisfactory to the Inspector or Director.

(*e*) The exhibits of the pupils' practical work for each year in Art, Manual Training, and Sewing, and their note-books in the Elementary Science of the Lower School, prepared as prescribed by the Regulations, shall be collected by the Principal at the end of June, and held for the Inspector's examination and rating.

(*f*) (i) All exhibits of the pupils' practical work should indicate, by an intelligible system of dating, when it was done; and the work submitted for inspection should, as far as convenient, be arranged in the order in which it was finished.

(ii) The first year work and the second year work of each pupil shall be kept separate.

(*g*) The rest of the work of the pupils shall be of a satisfactory character, as tested by the Inspector's oral and written examinations.

FORFEITURE OF STATUS

(2) Subject to the approval of the Minister, a school shall for any year lose the status of an Approved School, if, on the report of the Inspector, it fails to comply satisfactorily with the requirements herein prescribed therefor.

Night High Schools

4. (1) With the approval of the Minister, Night High Schools may be established by Boards. For these the accommodations and equipment of the Day High Schools may be used.

(2) Except for Manual Training or Household Science in the case of those who attend a Day School where these subjects are not taken up and whose admission to the Night School has been approved by the Principal of the Day School, no pupil may attend a Night High School who attends a Day High School.

(3) The school year shall consist of two terms, beginning and ending on such dates and with such vacations as the Board may determine, subject to the Minister's approval.

(4) Night High Schools shall be subject to the same regulations as the Day High Schools with respect to the discipline of the pupils, the duties and qualifications of teachers, and the use of text-books.

Requirements and Grading of Accommodations

5. (1) (*a*) The plans and the site of every High School and Collegiate Institute hereafter erected or remodelled shall be subject to the approval of the Minister on the report of the Inspectors and Director concerned.

(*b*) In Collegiate Institutes and High Schools the school grounds shall be wholly separate from those of the Public Schools, but, in schools where they are now in joint use, they may remain so for exceptional reasons satisfactory to the Minister.

(*c*) (i) Subject to the Regulations in 6 below and on the report of the Inspectors and Director concerned, the rest of the accommodations, in the case of a High School with not more than three teachers, may be used jointly with the Public School, and, in the case of a High School with four teachers, they may also be used jointly with the Public School but only for exceptional reasons satisfactory to the Minister.

(ii) In the case of other High Schools and of Collegiate Institutes, the rest of the accommodations shall be wholly separate from those of the Public Schools.

(2) (*a*) Below are detailed the requirements for the accommodations of High Schools and Collegiate Institutes, except those for Manual Training, Household Science, and Agriculture and Horticulture, which are detailed in special circulars issued by the Department.

(*b*) (i) The accommodations shall be considered as divided into four grades, according to their character and extent, and the report thereon of the High School Inspector shall be in accordance with this classification.

(ii) Where the joint use of any part of the accommodations by the High and Public Schools is permitted under the Regulations, the grading shall be at least one degree lower than if the schools were wholly separate.

School Site and Grounds

6. (1) Without the Minister's consent, which will be given only for exceptional reasons, the school grounds of schools hereafter established shall be not less than three acres in extent. They shall be easily accessible, not exposed to disturbing noises or noxious odours, properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances, recreation grounds, and walks for the sexes. The recreation grounds for the sexes shall be separated by a suitable fence, wall, or hedge. No trees shall be placed so close to the school building as to check the free passage of air and light. Provision shall be made for keeping the grounds in good order.

Grades I and II shall hereafter be given only when the school grounds are spacious.

Water Supply

(2) The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well on the school premises (artesian if at all practicable) properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation, and at such other times as may be recommended by the Principal. Earthenware or granite-

ware water-tanks with covers are obligatory, and where water on pressure is not available, the pupils should use individual cups.

In urban schools where pure water on pressure is available, an adequate number of suitable bubblers of a sanitary character will be necessary for the highest grading, except in cases where there are a sufficient number of taps, the use of which is so guarded and supervised that only individual cups are used and the pupils, in no case, apply their lips to the taps.

Satisfactory arrangements shall be made for a suitable supply of water in the laboratories and the Art room.

Grades I and II shall be given only when the water supply is inside the building.

Closets

(3) When outside of the school building, the closets for the sexes shall be under separate roofs several feet apart. Each compartment shall be about 2½ feet wide, fully lighted and ventilated, with a door about three inches short at the bottom, and six inches short at the top. The compartments are best divided by partitions carried up six feet only. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with the floors of cement or brick, placed at least a foot above the ground. Urinals, of slate or other non-absorbent material, divided into compartments, shall be provided for the boys, and separate and locked closets for the teachers. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. A wall or a close, high, board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets shall be properly screened. In the case of a Public and a High School in the same building, the closets for High School pupils shall be wholly separate from the closets for Public School pupils. Where the closets are inside the building the above conditions shall apply *mutatis mutandis*. The number of closets should be one for every twenty-five boys, and one for every fifteen girls. There shall not be more than one seat in each compartment. One urinal compartment should be provided for every twenty boys. For urinals a system of stalls with a gutter below is better than one of bowls or troughs.

Building

(4) The school building shall be so situated on the grounds as to enhance its architectural appearance, and the grading shall depend upon the suitability of its site and architectural appearance.

In every school building there shall be separate entrances for the sexes with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and, where necessary, to the closets. For the highest grading, all main exit doors shall have devices causing them to swing outwards on slight pressure from within. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material. Safe and convenient means of exit in the case of fire shall be provided. The school building shall be at least thirty feet distant from the highway. A school bell, a flag-pole and flag should be provided.

At least two-thirds of the height of the basement should be above the ground. The floor should be of asphalt or of cement laid on a bed of gravel or broken stone.

When the basement rooms are used for drill, manual training, play, and other school exercises, suitable hardwood floors should be laid on the cement.

Class-Rooms

(5) The class-rooms should be conveniently arranged, oblong and well proportioned in shape, the length being about one-third greater than the breadth. A superficial area of 16 square feet and a cubic air space of 250 feet, exclusive of cap-rooms, shall be allowed for each pupil. Hardwood should be used for the floors and stairways. Any wood of such quality and grain as would take an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when necessary. If painted, they shall be washed down frequently and repainted as often as may be necessary. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls: while for the halls terra-cotta shades afford a suitable contrast. A class-room, 25 x 30 feet, should be devoted to the purposes of Art instruction.

The doors shall swing outwards or both ways. Durable scrapers and mats shall be placed at the outside doors. At least one waste-paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a suitable bookcase. In schools with three or more teachers, at least one separate class-room shall be provided for science teaching; in schools with only two, one of the ordinary class-rooms may be used for this purpose, and in the larger schools the Art room and the laboratories for Chemistry, Physics, and Biology shall be separate. Where the ventilation is not automatic, a movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other suitable ornaments. Grade I shall not be given unless suitable decorations are provided. A reasonable expenditure for this purpose will be expected from year to year.

For colour schemes and lists of suitable pictures and other decorations, see *Educational Pamphlet No. 5*: List of Reproductions of Works of Art.

Assembly Halls

(6) While even the smallest school should have a class-room large enough to accommodate all the pupils in attendance, schools with more than three teachers should be provided with special assembly halls. An assembly hall should have a floor space of at least 6 square feet for each pupil in the school: but when the attendance is less than 150, a floor space of 8 square feet is preferable.

Libraries and Teachers' Private Rooms

(7) There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. Where the teaching staff is large, there shall be several private rooms, one of which shall be assigned for the accommodation of the women teachers and one for the Principal, with a waiting-room for persons seeking interviews. The furniture shall include a couch for cases of emergency.

In the smaller schools the library may be kept in the teachers' private room, but in the larger schools a separate room should be provided.

Halls

(8) The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall be properly heated and from 8 to 10 feet wide according to the size of the school. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes, decorations, and pictures and casts should be provided.

Waiting-Rooms and Cap-Rooms

(9) The waiting-rooms and cap-rooms for the sexes shall be conveniently situated with respect to the class-rooms, and shall be properly heated and ventilated. The waiting-rooms shall be furnished with benches and tables, and the cap-rooms with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles. In no case should it be possible for the air from the cap-rooms to circulate in the class-rooms.

Desks

(10) There shall be a single desk for each pupil in attendance. The desks shall be of suitable size, with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils who are below or above the average size. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be a desk and a chair in each class-room for the use of the teacher, and at least one-chair for visitors. A sloping stand for the gazetteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. In the larger schools special class-rooms or laboratories should be provided for teaching Biology, Physics, and Chemistry. Separate class-rooms with special desks should also be provided for Commercial and Art work.

Grades I and II shall be given only when there are single desks and suitable provision has been made for Art, Commercial work, and practical work in Science.

Blackboards

(11) The blackboards shall be of sufficient extent and of good quality (slate or ground glass preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.*

Grade I shall be given only when the blackboard is slate or ground glass.

Lighting

(12) The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the tops of the heads of the pupils.*

* Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is injurious to the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious.

and the windows shall admit of an adequate diffusion of light throughout the class-room. They shall also be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils and on windows with a northern exposure should be translucent; other blinds, opaque.

To admit of an adequate diffusion of light throughout the class-room, the windows shall be numerous (area, 1-6 of the floor space where the exposure is good; otherwise, greater area) and of clear, not ground or painted, glass, with 2 or 4 panes each, and shall run as close to the ceiling, as close together, and as far to the rear of the room as practicable. A strip of prismatic glass a foot wide should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip.

There should be two separate sets of blinds for each window. These sectional blinds should be fastened at about 2-5 of the height of the window, the lower one to pull down and the upper one to pull up. Boards will be required to provide such blinds within a reasonable time.

As the blackboards absorb a great deal of light, they should be provided with light-coloured screens that may be drawn down on them when they are not in use. In this way on dull days the light may be greatly increased at the desks farthest from the windows.

To prevent reflection from the blackboards, the windows should begin about six feet from the front wall of the class-room.

Where practicable the Art room shall be lighted from the north by one large window or by a skylight from above, and provision shall be made for excluding the light from each of the windows.

Grade I is given only when the lighting is from the left and is otherwise satisfactory.

Heating

(13) The temperature of the class-rooms, halls, waiting-rooms, cap-rooms, and teachers' private rooms shall be not less than sixty-five and not more than sixty-eight degrees. A thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil.

In the schools of the larger urban centres an effective Plenum system* of heating with automatic regulation of temperature should be provided. Where several small Plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with.

Grades I and II shall be given only in the case of schools heated with hot air, or steam or hot-water radiators.

Ventilation

(14) Due attention shall be paid to the moisture as well as the temperature of the air. The foul air shall be removed and the pure air supplied so that there shall

*In a plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed with ducts leading therefrom to the various rooms. An exhaust system of ventilation operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation. In the use of such fans, however, great care should be exercised to prevent injurious draughts.

be a complete change at least five times an hour. Air *shall not* be taken from the school rooms or from the basement to supply the furnace.

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

An adequate supply of pure air is indispensable. A volume of 2,500 cubic feet of pure air should be supplied per pupil per hour. Such a supply can be fully secured in large schools only when propelled into the class-rooms by means of fans. A satisfactory fan system, such as the Plenum system, will be required for the highest grading in schools in the large urban centres. In this system the inlets for the air must not be near the ground or where street dust and other impurities are liable to be attracted. In locating the inlets, the direction of prevailing winds and draughts must be carefully considered.

The windows shall be adjusted by weights and pulleys, and when the outside temperature permits, they will provide a change of air during the recitations and especially during recess.

Gymnasium

(15) (*a*) The Gymnasium should either be a part of the main school building or be connected therewith by a covered walk. It shall be adequately heated and ventilated. The most suitable sizes, having regard to the number of pupils, are 80 x 40, or 70 x 35 ft. The windows in the sides of the building should be a continuous range, at least nine feet from the floor; each being about three feet high by six feet long. They should be numerous enough to furnish adequate light and should be adjustable for the purposes of ventilation. One end of the gymnasium should be a dead wall without windows; the other end should contain the doors for entrance and either one large window or several small ones. The floor should be resilient and a suitable supply of mattresses provided. The trapeze and flying rings should be in the central portion, suspended from points at least sixteen feet from the ground. The side rings should be suspended from points thirteen to sixteen feet from the ground. The stationary gymnastic apparatus, and the stove, if a stove is used for heating, and where one is sufficient, should be placed at the end of the building containing the doors and windows. A locker, racks, and stands should be provided for the movable appliances when not used by the class. Private rooms should be provided where the pupils may make any desirable change in their dress; also an adequate number of baths. A running track should also be provided. Where the organization renders it necessary, separate gymnasia should be provided for the sexes. If suitably planned, the assembly room may be used in addition for physical exercises.

(*b*) A Gymnasium of the minimum value of $1,600 is obligatory in the case of Collegiate Institutes and a Gymnasium is optional in the case of High Schools.

Equipment

7. For High Schools and Collegiate Institutes the equipment shall be suitable in character and adequate in amount and of the following minimum value:

(1) For High Schools with two or three teachers:

Library	$300
Scientific Apparatus	300
Biological specimens	50
Maps, charts, globes, etc.	50
Art Models	50

(2) For High Schools with four or more teachers:

Library	$450
Scientific apparatus	450
Biological specimens	100
Maps, charts, globes, etc.	50
Art Models	75

(3) For Collegiate Institutes:

Library	$600
Scientific apparatus	600
Biological specimens	100
Maps, charts, globes, etc.	75
Art Models	100
Typewriters	200

ORGANIZATION AND MANAGEMENT

Qualifications of Staffs

HIGH SCHOOLS

8.—(1) (*a*) In a High School, the head teacher shall hold a Principal's certificate and there shall be at least one assistant, who shall hold a High School Assistant's certificate.

(*b*) In a High School, for teachers of Art, Physical Culture, and the Commercial subjects, the minimum qualification shall be an Elementary certificate.

(*c*) In a High School, for teachers of Manual Training and Household Science, the minimum qualification shall be an Interim Ordinary certificate; and for teachers of Agriculture and Horticulture at least an Intermediate certificate. See Regulations 11 (2) (*a*) and (*b*).

(*d*) After reasonable notice by the Minister and on the report of the High School Inspector, members of High School staffs who take part in the teaching of the subjects, but who do not hold the certificates prescribed in 8 (1) (*b*) above, shall qualify themselves for such certificates and Boards shall provide teachers with these qualifications. In the meantime, the Minister may accept, on the report of the High School Inspector, such qualifications as are found to be the highest available.

NOTES: 1.—Courses leading to certificates valid in High Schools, in Art, Physical Culture, the Commercial subjects, and Agriculture and Horticulture are provided annually by the Department at Summer Schools. The syllabuses of these schools may be obtained on application to the Deputy Minister.

2.—The teachers concerned are required to avail themselves of these opportunities without unnecessary delay.

COLLEGIATE INSTITUTES

(2) (*a*) In a Collegiate Institute, the head teacher shall hold a Principal's certificate, and there shall be on the staff at least five teachers, including one Specialist in Classics, one in Mathematics, one in Moderns and History, and one in Science, with members holding Specialists' certificates in Art, Physical Culture, and the Commercial subjects.

(*b*) In a Collegiate Institute, for teachers of Manual Training, Household Science, and Agriculture and Horticulture, the qualifications shall be Specialists' certificates; but, until Specialists' certificates in Household Science and Agri-

culture and Horticulture are available, an Ordinary certificate in Household Science and an Intermediate certificate in Agriculture and Horticulture will be accepted.

(*c*) Subject to such necessary modifications as may be approved by the Inspector or Director concerned, each specialist shall be at the head of his department and shall take at least the senior classes therein. In the larger schools, where there are more specialists than one in a department, the Principal shall determine the division of the subjects.

NOTES: 1.—Specialists in English and History and in French and German are now available for the larger schools, thus permitting of a sub-division of the subjects of the department of Moderns and History.

2.—The course for a Specialist's certificate in Physical Culture includes that for a Cadet Corps Instructor's certificate, and the course for an Elementary certificate in Physical Culture, that for the Strathcona Grade B certificate; but neither of these Military School certificates is the qualification prescribed for teaching Physical Culture.

Temporary Certificates

9.—(1) If, after duly advertising and offering an adequate salary, a Board is unable to obtain a legally qualified teacher, a temporary certificate for all or a part of the current school year may be granted by the Minister to a suitable person on the application of the Board.

(2) In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister on application by the Board.

Duties of Staffs

10.—(1) In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants.

(2) The authority of the Principal of the High School shall be supreme in all matters of discipline in his own school.

(3) When the Public and High Schools occupy jointly a school building or school grounds, the authority of the Principal of the High School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(4) It shall be the duty of the Principal:

(*a*) To admit no pupil who has not been duly admitted under the High School Entrance Regulations.

(*b*) To admit no pupil who has been enrolled in another High School or in a Continuation School, unless he presents a letter of honourable dismission from the Principal of the School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question to the Inspector of the school into which the pupil seeks admission.

(*c*) (i) To determine the number of Forms, the number of pupils to be assigned to each Form, and the order in which the subjects in each Form shall be taken up by the pupils.

(ii) To make such promotions from one Form to another as he may deem expedient.

(*d*) Subject to the Regulations to assign the subjects of the Courses of Study among the Assistants.

(*e*) To bring under the notice of boards, parents, guardians, and pupils, from time to time as he may deem it expedient, such of the provisions of the Regulations as apply to them respectively.

NOTE.—When the school opens in September, and as often thereafter as may be necessary, the Principal shall explain duly to the pupils their duties, the courses of study, and the requirements of the examinations for which they may be preparing.

(*f*) To make, as far as practicable, suitable arrangements for the oversight and comfortable accommodation of those pupils whom he has permitted to present themselves in the school building before 8.45 a.m., and of those whom he has permitted to remain in the school building during the noon recess or after the close of school; also for the supervision of the playgrounds during the recesses.

(*g*) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings.

(*h*) To refuse admission to the school of any pupil who he believes is affected with, or exposed to chicken pox, small pox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps, or consumption, or other infectious or contagious disease, until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him, that all danger from exposure to contact with such pupil has passed.

(*i*) To suspend any pupil guilty of persistent truancy, or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil, and the board, of such suspension; but the parent or guardian of any pupil suspended may appeal against the action of the Principal to the board, which shall have power to remove, confirm or modify such suspension.

(5) If a parent or guardian fails, after reasonable notice by the Principal, to pay the school fees of his child or ward, or to provide him with the text-books or other supplies required in his course of study or to pay the fees imposed for such purpose by the Board, the Principal shall notify the Board promptly of such neglect, and the Board may suspend the pupil, or it may itself provide him with such text-books and other supplies, and may exempt him from the payment of school and other fees.

(6) If a pupil injures or destroys school property the Principal shall report to the parent or guardian, and, if within a reasonable period, the parent or guardian fails to make good the damage, the Principal shall submit the matter promptly to the Board for settlement.

(7) Where so requested, every Principal shall furnish the Minister and the inspector with any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils, and any other matter affecting the interests of the school, and shall prepare such reports to the board as may be required by it.

(8) Where, under *The High Schools Act,* a Board appoints a Day or Night School Supervising Principal, the duties and powers of the other Principals shall be subject to such modifications as may be made by the Board with the Minister's approval.

(9) Every teacher should be in his place in the school at least fifteen minutes before the opening of the forenoon session and at least five minutes before the opening of the afternoon session.

Daily Sessions

11.—(1) (*a*) Unless otherwise directed by the Board and approved by the Minister, the pupils attending a Day High School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon

(*b*) Such recesses at noon and during the forenoon and afternoon shall be allowed as the Board may approve; but in no case shall the number of school hours be less than five hours a day, including the recesses in the forenoon and afternoon.

(2) The school hours in a Night High School shall be determined by the Board, and shall not exceed two and a half hours each session.

Duties of Pupils

12.—(1) (*a*) A pupil registered in a Day or a Night School shall attend punctually and regularly.

(*b*) He shall be neat and clean in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to the teachers, and shall submit to such discipline as would be exercised by a kind, firm, and judicious parent.

(2) (a) A pupil on returning to school after absence shall give the Principal, from the parent or guardian, orally or in writing, as may be required by the Principal, the reason for his absence. If this reason is not satisfactory, the Principal shall communicate with the parent or guardian, and, in the event of no satisfactory explanation, he may refuse the pupil admission thereafter, but, in that case, he shall submit the question forthwith to the Board for final settlement.

(*b*) A pupil may retire from school at any hour with the consent of the Principal, or at the request, either oral or written, of his parent or guardian. If, however, the Principal has reason to believe that an unjustifiable use is being made of this privilege, and is unable to secure due amendment, he shall submit the question forthwith to the Board for settlement.

(*c*) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed for this purpose by such parent or guardian.

COURSES OF STUDY

Classification

13.—(1) The General Syllabus below provides for the following Day School courses in three divisions: Lower School, Middle School, and Upper School, each being regularly a two years' course:

(*a*) The General Course for pupils who, not having in view course (*b*), (*c*), or (*d*) below, desire merely a general education.

The minimum of subjects prescribed therefor is as follows:

The Reading, English Grammar (first year), Arithmetic (first year), Geography, Elementary Science, and Art of the Lower School.

The English Literature, English Composition, History, Algebra, Geometry, Manners and Morals, and Physical Culture of the Lower and the Middle School.

(*b*) The courses for admission to the Model and Normal Schools and the Faculties of Education, as prescribed in Part II.

(*c*) The courses for Pass Senior and Pass and Honour Junior Matriculation into the University of Toronto, as prescribed in the calendars of the Universities of the Province and in Departmental Circular No. 24.

(*d*) The courses for the preliminary examinations of the learned professions as prescribed in their syllabuses.

(2) In addition to the courses prescribed in (*c*) and (*d*) above, the pupils therein shall take the Geography, History, Arithmetic (first year), Grammar (first year), and Reading of the Lower School, and, throughout their courses, the Physical Culture and Manners and Morals of the General Syllabus.

(3) The Night School courses shall consist of such courses in the subjects of the General Syllabus as may be provided by the Board.

(4) The definitions of the subjects of the General Syllabus are common to the day and night school courses.

Limitations

Courses

14.—(1) Except on the report of the High School Inspector and with the approval of the Minister, obtained beforehand, none of the Upper School Courses may be taken up in a High School with a staff of only two regular teachers; and in the Lower and Middle Schools not more may be taken up than the General Course, the courses for admission to the Normal and Model Schools, and one of the courses for Junior Matriculation, this course being one of those including Science in the case of schools where the course for admission to the Normal Schools is also taken up.

(2) Except on the report of the High School Inspector and with the approval of the Minister, obtained beforehand, the course for Senior Matriculation may not be taken up in a High School with a staff of only three regular teachers. The courses in such schools shall be confined to the General Course, to the courses for admission to the Model and Normal Schools, and Pass Junior Matriculation, and to not more than one complete Part each year of the course for admission to the Faculties of Education; and to Honour Junior Matriculation in not more than one of the departments of Classics, Mathematics, Science, French and German, with, in addition, either or both of English and History.

(3) In the schools with five or more teachers, the total number on the roll at any one time shall not exceed an average of thirty to each teacher; in schools with fewer than five teachers, a lower average may be necessary in order to secure adequate grading: when in doubt, School Boards and Principals should consult the Inspector.

(4) (*a*) The courses in Manual Training, Household Science, Agriculture and Horticulture, and Middle School Art may be taken up in any School when provision therefor has been made satisfactory to the Minister on the joint report of the High School Inspector and the special Inspector or Director concerned.

(*b*) Due notice of the proposed establishment of any of the foregoing courses shall be sent to the Minister. Unless such notice is sent and the courses are approved by the Minister, their establishment will not be authorized, and no examinations in such courses will be held at the centre.

15.—(1) In order to secure due organization and economy of effort, the division of a subject amongst the teachers should be avoided, except where other important considerations should prevail.

NOTE.—A reasonable division of subjects amongst the competent members of the staff is sometimes most desirable in order to permit for a time, in the case of the pupils, the intermission of the study of suitable subjects and to prevent, in the case of teachers, the evils of monotony and an excessive burden of class exercises.

(2) Not all the subjects of a Course should be taken up concurrently. From time to time the Principal should intermit the study of suitable subjects or topics or he should lessen the intensity of the study thereof.

NOTE.—The neglect of this principle, combined with a lack of supervision by the Principal of the home-work assigned by the other members of the staff, is one of the most fruitful sources of overpressure.

Reading and Physical Culture

16. The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory:

(1) *Reading.*—Two lessons of thirty minutes every week for the first year, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five.

(2) (*a*) *Physical Culture.*—The course in Drill, Calisthenics, and Gymnastics is obligatory in Collegiate Institutes and in High Schools which have a gymnasium, and shall be taken up an hour and a half every week, in each Form of the Lower School, and an hour every week in each of the Middle and Upper Schools.

(*b*) In High Schools having no gymnasium, Gymnastics may be omitted, and Drill and Calisthenics shall be taken up systematically throughout the year.

(*c*) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate, or on account of evident physical disability, or for other reason satisfactory to the Principal.

(*d*) In all the Forms the sexes shall be separately trained.

(*e*) When the weather permits the Principal may substitute each week for not more than half the time prescribed above for Physical Culture, suitable sports and games, in which all the members of a class shall take part, and which shall be under the supervision of one or more of the members of the staff.

Selection

17.—(1) Subject to the provisions of the foregoing Regulations the Board shall select the Day and Night School courses of study on the report of the Principal; but a course shall not be taken up if, on the report of the Inspectors and the Director concerned, the Minister decides that the staff, the equipment, or the accommodations are inadequate or unsuitable therefor.

(2) Subject to the authorization of the parent or guardian, a record of which shall be kept by the Principal,—

(*a*) Each pupil shall take one of the courses prescribed in Regulations 13 (1) and (2); and—

(*b*) Each pupil may take in addition to the course selected, such other subjects of the General Syllabus as may be approved by the Principal.

(3) Subject to the approval of the Principal, each Night School pupil shall select the subjects from amongst those provided by the Board.

(4) The Principal may omit or curtail the courses in any of the subjects of the General Course or the Night School Courses, in the case of individual pupils whose circumstances in his judgment necessitate such consideration.

Religious Exercises and Instruction

18.—(1) (*a*) Every High School shall be opened with the reading of the Scriptures and the repeating of the Lord's Prayer, and shall be closed with the Lord's Prayer or the prayers authorized by the Department of Education; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(*b*) (i) In schools without suitable waiting-rooms, or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with and the reading of the Scriptures shall be deferred in inclement weather until the closing.

(ii) To secure the observance of this regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those, if any, who have signified their objection may retire.

(*c*) If the parent or guardian objects to his child or ward taking part in the religious exercises, but directs that he shall remain in the school room during such exercises, the teacher shall permit him to do so, provided that he maintains decorous behaviour during the exercises.

(*d*) If, in virtue of his right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(*e*) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (*a*) above.

(2) (*a*) The Scriptures shall be read daily and systematically; the parts to be read may be taken from the books of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Association, as the Board by resolution may direct.

(*b*) A Board may also order the reading of such parts by both pupils and teachers at the closing of the school, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the Principal from the Bible.

(*c*) If the Board does not pass the resolution provided for in (*a*) above, the Principal shall make the selection himself, and shall promptly notify the Board of his action. Such action may be revised by the Board at any time thereafter.

(3) (*a*) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own church, in each school house, at least once a week, after the hour of closing the school in the afternoon.

(*b*) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(*c*) If the clergymen of more than one denomination apply to give religious instruction in the same school house, where the number of class-rooms is insufficient for all at the same time, the Board shall decide on what day of the week a room shall be at the disposal of the clergymen of each denomination, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a High School during regular school hours.

GENERAL SYLLABUS

19.—(1) Subject to any instructions issued from time to time by the Minister the General Syllabus of the Courses for High Schools and Collegiate Institutes shall be as set forth below.

(2) A subject prescribed for any year or years may be subsequently reviewed.

(3) When, at any time the course in a subject, as herein prescribed, differs in content from the course in the same subject as prescribed for University Matriculation, the Principal shall make the modification necessary for the latter.

(4) No subject may be added to those in the General Syllabus without the approval of the Minister.

Subjects Common to all the Forms

Manners and Morals.—Throughout the courses the teacher shall incidentally, from current incidents, from the lessons in literature, history, etc., by his selection of the supplementary reading, and by his own example as well as by precept, give instruction in moral principles and practices and in good manners.

Physical Culture.—(1) The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will.

(2) A systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, and in Gymnastics, when practicable, should be taken up in each of the sub-divisions. While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. Prevailing defects should be studied and exercises and directions given to correct them. School games and sports should be systematically encouraged.

(3) Where a Cadet Corps is maintained the courses therefor shall be given in accordance with the Regulations of the Department of Militia and Defence, Ottawa. See Departmental Circular: INSTRUCTIONS No. 10.

For the topics and sub-topics of the courses in Calisthenics, Athletics, and Gymnastics, see Appendix A.

Lower School

Reading.—Intelligent and intelligible natural reading; the principles to be learned incidentally and summarized at the close of the course.

Exercises in breathing, articulation, and vocalization.

English Grammar: First Year.—A thorough review of the work of Form IV of the Public and Separate Schools with emphasis on the practical applications.

Second Year.—The intensive and more reflective study of the principles of etymology and syntax, including the logical structure of the sentence and the inflection, formation, and classification of words.

An outline of the history of the development of the language.

NOTE.—The use of English grammar in teaching correct oral and written composition, though important, especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression.

English Composition.—Oral and written composition: elements of Narration, Description, Exposition, and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

Systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing.

NOTES: 1.—Actual practice in oral and written compositions should largely predominate. The main principles of composition (rhetoric) should be learned from the criticism of the compositions, and systematized as the work proceeds.

2.—For some weeks at a time the minute study of the English Literature texts might be intermitted and some of the time thus set free devoted to English Composition, in the teaching of which the Supplementary Reading might be utilized, and compositions might be written in the class under the supervision of the teacher.

3.—The spelling and the writing of the compositions and other written exercises should be constantly supervised. If the pupils have been properly prepared in the Public and Separate Schools, special provision for these subjects should be unnecessary.

English Literature.—Intelligent comprehension and oral reading of suitable authors, both prose and poetry.

Systematic oral reading of the texts studied in class.

Supplementary Reading provided by the pupils themselves or supplied from the school, public, or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTES: 1.—The object of the course in the Lower School is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard authors whose works will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive, and dramatic.

2.—At the beginning of each school year a short list should be made out for each Form, under at least four heads, of such suitable works as may be obtained in the school, public, or other library, and each pupil should be required to read during the year at least one under each head in addition to those taken up in class. In English Literature too much time has hitherto been given to the minute study of the texts. A larger proportion should be given hereafter to the supplementary reading.

History: First Year.—A brief outline of Canadian History to 1840 and a more extended outline from 1840 to the present time.

The elements of the civil government of Canada and of Ontario.

Second Year.—A very brief outline of British History to the Tudor period, a brief outline to 1685, and a more extended outline from 1685 to the present time.

In both years, supplementary reading and biographical sketches of persons famous in British and Canadian History and in Greek and Roman History.

The great events of current history, and the duties of citizenship.

For the topics and sub-topics of the courses, see Appendix B.

NOTES: 1.—The main purpose of the course is to arouse an interest in historical reading; but, at this stage, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public and other libraries for reference purposes and for supplementary reading.

See Educational Pamphlet, No. 4: VISUAL AIDS TO TEACHING HISTORY.

2. The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with. Compositions should be based on historical topics, especially such as will require supplementary reading.

3.—Any of the text-books in British and Canadian History authorized for the High Schools may be used, at the discretion of the Principal, the teacher selecting the suitable portions; but the Public School histories of England and Canada may be taken as presenting the outlines of the courses. Where, however, the Public School histories are used, they should be supplemented as far as time will permit.

Geography: First Year, Commercial and Map.—The following countries with regard to their principal resources, industries, and productions; chief centres of population; the condition of the people and their forms of government; and the influence of their geographical conditions on their political, industrial, and commercial development:

(1) The United States, Mexico, Brazil, Argentine Republic, Chili, France, Germany, Russia, Belgium, Holland, Denmark, Austria-Hungary, Italy, Turkey, Egypt, China, Japan.

(2) The United Kingdom; Canada and Ontario and the other important components of the British Empire.

Outline map-drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

NOTES: 1.—The course in Commercial and Map Geography, even when studied in detail, should not deal with minute particulars; nor should the pupil be required to memorize the exact statistics, even in the case of the most important; as statistics change from time to time, round numbers will be sufficient. With such general knowledge the pupil will have sufficient for the ordinary purposes of life. When he needs special particulars, he may readily find them in books of reference.

2.—Books of travel and other supplementary reading from the school or public library should be supplied; also, when practicable, exhibits of the products characteristic of the countries studied; and pictures and photographs of famous places.

Second Year.—Physical Geography.—Changes of the earth's surface; rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; winds, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

NOTES: 1.—As far as practicable the teaching should be based on experiments, the observations during excursions, and the careful study of charts and maps. During the same excursions both Physical Geography and Elementary Science may be studied.

As far as practicable also contour maps should be used in dealing with the topics of the course.

The following laboratory manual and contour maps will be found useful:

Student's Laboratory Manual of Physical Geography—Brigham. 60c. D. Appleton & Co., New York.

Map of part of Cobalt, Miller & Knight. Free. Bureau of Mines, Toronto.

Topographical Maps: 1 inch to 1 mile series, 50 cents a copy; 1 inch to 1 mile series, 60 cents a copy. Department of Militia and Defence, Ottawa. Address the Secretary, Militia Council.

Map of United States, 18 in. by 28 in., with contours, 15c. United States Geological Survey, Washington, D.C.

Topographic Map, Niagara Sheet, N.Y., 10c. United States Geological Survey, Washington, D.C.

2.—The study of weathering should be preceded by an examination of the chief rocks, such as granite, sandstone, limestone, shale, etc., and the relation between the rocks and soils should be indicated; the disintegrating action of frost, air, and rain can be well studied on a field trip.

3.—The work of rivers should be illustrated by a study of rills and small streams in the neighbourhood; also by a study on maps of young, mature, and old river systems.

4.—Weather forecasting should be studied in connection with weather maps. Specimen copies of such maps may be obtained on application to the Director of the Meteorological Office, Toronto.

5.—The study of the ocean should be based on a careful study by the pupils of maps of the Atlantic and other oceans. A chart of the main currents should be compared with a chart of the prevailing winds, and also with a rainfall chart of the world.

6.—The astronomical work should be based largely on observations of the heavenly bodies and on experiments. The explanation of the phases of the moon should be attempted only after the moon has been observed daily for at least a month as to shape, time of rising, position at sunset, etc. The apparent motion of the stars and the changing relation of the planets to the stars should be observed before the relations of the members of the solar system are discussed and the heliocentric theory propounded.

7.—Glacial action should be taken up in connection with the study of the glacial evidences of the district.

8.—Where practicable and when time will permit, the measurement of the dew point and humidity might be made by pupils; the part played by dust in producing the colours of the sky and in assisting condensation might be experimentally demonstrated.

9.—Isothermal and isobaric charts of the world for winter and summer should be carefully studied. The changes during the seasons and the effect of latitude, altitude, winds, mountains, and ocean currents upon the isobars and isotherms should be explained.

10.—Before taking up the natural phenomena of the air, such as clouds, dew, rain, etc., these phenomena should have been carefully observed by the pupils over an extended period; for instance, before discussing dew they should have records for over a month showing on what nights there was dew; whether the nights were cloudy or clear, still or windy; whether preceded by a warm or cold day; the direction of the wind; on what objects dew appears most abundantly, etc.

Arithmetic: First Year.—The simpler parts of both the theory and the practice of the following course:

Review of principles; measures and multiples; fractions (vulgar and decimal); contracted methods of computation; compound quantities, including the metric system; square root; commercial arithmetic; applications of percentage: commission, insurance, taxes, interest, bank discount, stocks, and exchange; the use of the common business forms.

Oral arithmetic.

The rectangle, triangle, circle, parallelopiped, prism, cylinder.

Second Year.—The first year's course reviewed, with the more difficult parts of both the theory and the practice of the same course.

The pyramid, cone, and sphere.

NOTES: 1.—The processes and problems in the commercial work shall be such as find *direct* application in ordinary life. Accuracy, rapidity, and neatness of work shall be kept in view.

2.—The common business forms to be taken up are as follows: Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and acceptance and consequent liability.

Algebra.—Elementary work; factoring; highest common factor and lowest common multiple; fractions; simple equations of one unknown quantity; simple exercises in involution and square root.

Geometry.—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measure-

ment of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures.

Some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

The course in Geometry shall not be begun until the second year.

For the sub-topics of the course see Appendix C.

The introductory course in Practical Geometry should emphasize physical accuracy, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Geometry retains Euclid's common notions, regarding them from modern standpoints.

Latin and Greek.—The Ontario High School Latin Book, including introductory work in the prose authors.

The First Greek Book begun in the second year.

NOTE.—Throughout the courses in Latin and Greek the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English, and the ability to translate at sight. Attention should also be given to pronunciation and oral reading, and to the consideration of Latin and Greek words as the roots of English words.

French and German.—The Ontario High School French and German Grammars and Readers, including introductory work in authors.

NOTES: 1.—The work in French should at first be wholly without a text-book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states and actions. Memorization of suitable selections from simple poetry, Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months of this course the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time and more rapid progress. When desirable, owing to local conditions, German may be begun first.

2.—Special importance should be attached to Oral Work. Teachers should improve themselves by attending suitable summer classes.

Elementary Science: First Year.—Botany, Zoology, and Physics.—An elementary practical course.

Second Year.—The course of the first year continued, with an introductory course in Chemistry.

For the topics and sub-topics of the courses see Appendix D.

For lists of suitable apparatus see pp. 305-309.

NOTES: 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher Forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with Geography, Art, English Composition, Manual Training, and Household Science.

For guidance in the methodology of the course, see the High School Manual: SUGGESTIONS FOR TEACHERS OF SCIENCE.

2.—(*a*) Each pupil shall possess a good lens, and be taught how to use it. When desirable, the teacher should use the compound microscope for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, including the observations, will necessarily be taken up out of doors by the pupils, under the direction of the teacher, or by the pupils conducted by the teacher.

(*b*) The courses in Physics and Chemistry shall be, as far as practicable, experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

3.—There should be an aquarium, and every school should have an arboretum and a herbarium. A museum, consisting of specimens illustrative of the courses, should also be established. The pupils should be encouraged to provide specimens from the locality.

4.—No Flora or Fauna is authorized as a text-book for the pupils, but it shall be the duty of the Board to provide in the school library a sufficient supply for the pupils' use. Other works of reference shall also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

5.—Drawing and systematic written description should be required throughout the courses, the work being systematically supervised by the teacher. *Notes shall not be dictated by the teacher.*

6.—The Science note books should indicate that in the most important particulars the work of the course has been taken up. Until the pupil understands how to record his observations, the teacher may find it desirable to have the notes made in the classroom neatly copied out afterwards; but as soon as practicable this should be discontinued, and *the records should be finally made in the class.* Moreover, while reasonable neatness must be insisted on and drawings are essential, time should not be spent in recording unimportant details or in unnecessary elaboration.

Art: First Year.—Mediums: lead pencil, and brush with ink and water colours.

Drawing simple type solids in outline and in light and shade, singly and in groups of two or three.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, hues of colour, neutralization of colour, scales of tones.

Drawing and painting from the object or from memory: (*a*) natural forms, such as grasses, fruits, flowers, leaves, sprays, trees, birds, insects, etc.; (*b*) manufactured objects of simple form such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (*c*) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.; (*d*) illustrations (in outline or in silhouette) of school compositions, literature, history or other school work; (*e*) simple landscape, representing phases of the day and the season, with few details.

Composition and space filling including ornamental design and the principles of design.

Lettering (freehand and mechanical).

Original designs for such objects as calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (*a*) geometric forms, (*b*) conventionalized natural forms.

Picture study.

Second Year.—Mediums: lead pencil; and brush with ink and water colours. Crayons, coloured chalks, and charcoal (optional).

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting from the object or from memory: (*a*) common objects, (*b*) specimens from nature, (*c*) figures posed in small groups to illustrate ordinary scenes, (*d*) landscape subjects.

The principles of composition as applied to pictures and ornamental design.

Composition and space filling including design and the principles of design.

Original designs in neutral tones and in colour, for such objects as wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.: designs for stencils.

Drawing from casts (optional).

Picture study continued.

For the topics of a model seasonal course see Appendix E.

For lists of suitable equipment, see pp. 314 *and* 315, *and Educational Pamphlet No.* 5: List of Reproductions of Works of Art.

Notes: 1.—The different parts of the courses may be taken up in whatever order the teacher prefers.

2.—A list of indispensable type solids is given on page 314. Care should be taken not to over-emphasize their value. They are useful only in so far as they lead to careful observation in drawing more interesting objects.

3.—In the first year, the principles of perspective should be learned inductively from observation, and later the laws should be taken up.

4.—Drawings should be from real objects; pictures may be studied for their cultural value and in order to secure correct methods of rendering, but they should not be copied.

5.—The exercises in pose drawing may be made very interesting by allowing the pupils to take their turn, equipped with the necessary accessories.

6.—Illustration lends itself to correlation with other school subjects. A wide choice of subjects should be allowed. The teachers of Literature, Composition, History, Elementary Science and Art may be mutually helpful.

7.—In design, the natural forms drawn and conventionalized in the course of the year should be used as motifs.

8.—The best work of each pupil should be mounted on sheets of uniform size and exhibited at convenient intervals. This work should be kept for inspection, properly labelled with the date and the name of pupil, school, and form.

9.—In selecting pictures for study, regard should be had for the age and stage of advancement of the pupils. At first, pupils should be led to the interpretation of the meaning of the picture by a series of judicious questions; afterwards, matters of technique may be considered in the appreciative criticism of the best pictures of our own and other lands. The school lantern can be made of great service in picture study and in teaching the principles of Art.

10.—As the power to draw rapidly and well is very valuable, the teacher should give frequent exercises in making quick pencil sketches from objects.

Commercial Subjects: Book-keeping.—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger; financial statements; closing books; and the necessary business papers.

Notes: 1.—The minimum course in Book-keeping is contained in sets II, III, IV (or V), VI, and XI (Part I) of the authorized text-book or is the equivalent thereof in character and amount.

2.—In each set and exercise the transactions should be dated according to the calendar of the year in which they are worked out in school. The name of the month in the text-book need not be changed.

Writing.—Correct position and movement.

Principles of letter formation.

Formation of a graceful, legible business hand.

Shorthand.—The theory. Dictation and transcription.

Typewriting.—Copying documents.

Transcription of shorthand notes.

Manifolding, letter-press copying.

Manual Training: First Year.—Review of the Public School Course as far as the condition of the pupil's knowledge may necessitate.

Drawing and Woodwork.

Second Year.—Drawing and any one of the following:

Woodwork, Wood-turning, Forging, and Machine-shop practice.

For the topics and sub-topics of the course see Appendix F and for the equipment, Circular 3.

NOTES: 1.—The Forging and the Machine-shop practice, with their associated drawing, which are now sometimes taken as part of the Manual Training course, properly form part of technical and industrial courses; but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department as extensions of the Manual Training course.

2.—If the pupil has received two years' manual training, approved by the inspector, Wood-turning may be taken instead of Woodwork.

3.—Except by special permission of the Minister, the course in Forging may be taken only by those who have had two years in Wood-working, and that in Machine Shop Practice only by those who have previously taken Forging.

4.—When the pupil has not taken up, or has taken up partially, the Manual Training of the Public School Course, such parts of the subject shall be taken up in the High School, as the teacher may deem necessary.

5.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science: First Year.—Cleaning, cookery, foods, the house, home-nursing, laundry work, sewing.

Second Year.—Cookery, foods, marketing, entertaining, household accounts, sewing.

For the topics and sub-topics of the course see Appendix G, and for the equipment, Circular 3.

NOTE.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—An elementary practical course:

First Year.—Botany, Physics, Gardening, Fruit-Growing, Bee-keeping, Arithmetic, Poultry, Dairying, Horticulture, Soil Studies, Insects.

Second Year.—Botany, Physics, Chemistry, Gardening, Fruit-growing, Farm Crops, Bee-keeping, Dairying, Horticulture, Insects, Bacteriology, Farm Animals, Rural Economics.

For the regulations and the topics and sub-topics of the courses, see Appendix H.

Middle School

English Composition.—The Course of the Lower School in oral and written composition continued and extended.

The study of models of prose-writing systematically taken up towards the close of the course.

Greater attention to the development of literary style.

NOTE.—The Debating and the Literary Society should supplement the work in this subject.

English Literature.—Intelligent and appreciative study of suitable authors, both prose and poetry, including those prescribed for the Departmental and University Examinations.

Systematic oral reading of the texts studied in the class.

Supplementary reading provided by the pupils themselves or supplied from the school, public, or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTE.—At this stage, the pupils begin to appreciate literature as such. Besides supplementary reading of the same character as that taken up in the Lower School, other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.

History: British History.—Great Britain and Canada from 1763 to 1885.

The geography relating to the history prescribed.

Ancient History.—General Outlines of the history of Greece to the death of Alexander, and of the History of Rome to the death of Augustus, with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the history prescribed.

NOTES: 1.—The details of the political history are less important than the causes and the consequences of events; the social life, literature, art, etc., of the peoples, and the careers of their great men. The development of political institutions should, however, receive attention.

2.—As in the Lower School, the work in history should be correlated with that in literature and oral and written composition as well as with that in geography. The great contemporary movements in this history of Europe should be briefly discussed.

3.—The pupils should write short essays on historical subjects. This should involve wider reading than that provided by the authorized school texts.

Algebra.—The course in the Lower School reviewed and continued.

Simple equations of two and three unknowns.

Cube root.

Indices, surds.

Quadratics of one and two unknowns; the relations between their roots and co-efficients.

Simple ratio and proportion.

Simple graphs.

Geometry.—The course in the Lower School reviewed.

A selection of the leading propositions in Elementary Synthetic Geometry.

Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For the topics of the course, see Appendix C.

Latin and Greek.—The course in the Lower School in grammar and composition continued.

The authors prescribed for the Departmental and University examinations.

Sight work.

French and German.—The courses in the Lower School in grammar and composition continued.

The authors prescribed for the University examinations.

Sight work.

Physics.—An experimental course defined as follows, and including simple problems:

Electricity and Magnetism.—Laws of magnetic attraction and repulsion; magnetic lines of force; phenomena of induction; inclination and declination of the compass.

Production and detection of electricity.

Electrical conductors and insulators; electroscopes and their construction, electrical conduction through air, radioactivity illustrated by means of uranium and thorium salts.

Electrical conduction in liquids: electrolysis, electroplating and electrotyping.

Voltameters, storage and voltaic cells; simple notions of potential, Ohm's Law, electrical units; galvanometers and voltmeters: laws of resistance; divided circuits; experimental determination of current strength, resistance, and electromotive force; current induction and its general laws, the transformer, the induction coil, the dynamo, the telephone, the motor; ether waves, Rœntgen rays, and wireless telegraphy.

Heat.—Nature and sources of heat.

Relation between the volume and the temperature of a gas (Charles' Law); absolute temperature.

Change of state.

Latent heat, specific heat, transmission of heat.

Sound.—Vibrations and transversal vibrations, illustrated with pendulums, rods, strings, membranes, plates, longitudinal vibrations illustrated with rods, strings, and columns of air.

Production, propagation, and detection of sound waves; manometric flames.

Velocity of sound, pitch: standard forks (acoustical C = 512, musical A= 870).

Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings; wave lengths and velocity relations.

Laws of vibration of strings. Interference phenomena; beats, resonance.

Reflection and absorption of sound.

Light.—The ether, the wave theory of light, rectilinear propagation, image through a pin hole, beam, pencil; photometry, shadow and grease spot photometers.

Reflection and scattering of light; laws of reflection, images in plane mirrors, and in concave and convex mirrors, drawing of images.

Refraction, laws and index of refraction.

Total reflection.

Path through a prism.

Lenses: drawing images produced by a lens by use of critical rays.

Simple microscope.

Dispersion and colour.

Spectrum: recomposition of light.

Camera.

For lists of suitable apparatus, see pp. 310-313.

Chemistry.—An experimental study of the following elements and their more important compounds: hydrogen, oxygen, sulphur, sodium, potassium, nitrogen, chlorine, bromine, iodine, carbon, calcium.

The course of work should be arranged so as to give the pupils a knowledge of the following:

Mixtures, solutions, compounds, and elements, and their various properties and reactions.

Acids, bases, and salts.

Fundamental laws and principles, as: conservation of mass, definite proportions, multiple proportions, valency, proportions by volume in which gases react.

The quantitative meaning and use of chemical symbols, formulæ and equations.

Chemical nomenclature.

Simple quantitative experiments and problems.

The application of chemistry to the industries, illustrated by an account of the commercial manufacture and use of some of the more important substances included in this course.

Art.—The Lower School course reviewed.

Mediums: Lead pencil, charcoal, coloured chalk or crayons, brush with ink and water colours.

Drawing from the cast.

Drawing and painting of manufactured and natural objects and of landscapes from nature.

Figure drawing.

Modelling in clay or plasticine.

Ornamental design.

Study and drawing of Historic Ornament: styles of Architecture; suitable lettering.

Designing such objects as booklets, book covers, calendars, programmes, book plates, head and tail pieces, initial letters, school announcements, posters, etc.

The study of pictures selected as representatives of the Schools of Art.

For Regulations see p. 295, and for a list of suitable equipment, see pp. 314 and 315, and Educational Pamphlet No. 5: List of Reproductions of Works of Art.

Agriculture and Horticulture.—An elementary practical course:

First Course: Botany, Physics, Chemistry, Entomology, Micro-biology, Poultry Husbandry, Bee-keeping.

Second Course: Field Husbandry, Animal Husbandry, Dairy Husbandry, Horticulture, Forestry, Farm Management, Rural Economics.

For regulations and the topics and sub-topics of the courses, see Appendix H.

Upper School

English Composition and Rhetoric.—The Middle School course continued and extended.

The principles of composition and rhetoric systematically studied.

English Literature.—Intelligent and appreciative study of suitable authors, both prose and poetry, including those prescribed for the Departmental and University Examinations.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

Note.—At this stage, the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

History: First Course.—Outlines of Mediæval History from the Barbarian Invasion to the Discovery of America.

Study in greater detail of the period from the Discovery of America to the death of Queen Elizabeth, 1492-1603.

The geography relating to the history prescribed.

Second Course.—Outlines of Modern History from the death of Queen Elizabeth to the Treaty of Paris, 1603-1763.

Study in greater detail of Modern History from the Treaty of Paris to 1885.
The geography relating to the history prescribed.
For the topics and sub-topics of the course, see Appendix B.

NOTES: 1.—The courses may be taken in the same or in different years.
2.—The subject should be dealt with as in the Middle School, and here in particular the comparative method should be employed, as far as practicable. It is recommended that, in connection with English Composition, each pupil should select one or more historical topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.

Algebra.—The course of the Middle School reviewed and extended.
Theory of divisors.
Ratio, proportion, and variation.
Progressions.
Scales of notation.
Permutations and combinations.
Binominal theorem.
Interest forms, annuities, and sinking funds.
Geometry.—The course of the Middle School reviewed and continued.
An introductory course in Co-ordinate Geometry of the point, the straight line, and the circle.
For the topics of the course, see Appendix C.
Trigonometry.—The Trigonometrical ratios with their relations to one another; sines, etc., of the sum and difference of angles, with deduced formulæ.
Use of logarithms.
Solution of triangles.
Expression for the area of triangles.
Radii of circumscribed, inscribed, and escribed circles.
Latin and Greek.—The courses of the Middle School in grammar and composition continued.
The authors prescribed for the Departmental and University examinations.
Sight work.
French and German.—The courses of the Middle School in grammar and composition continued.
The authors prescribed for the Departmental and University examinations.
Sight work.
Physics: Mechanics.—Measurement of velocity; uniformly accelerated rectilinear motion; momentum; energy, force; metric units of force, work, energy, and power.
Equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction.
Numerical examples.
Properties of matter.—An experimental course illustrating the following topics:
Transmutation of energy; conservation of energy; kinetic theory of matter; heat, a mode of motion; absolute temperature; mechanical equivalent of heat.
Fluid pressure at a point, pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is under air pressure and when it is not; transmission of pressure: Bramah press.
Calculations relating to the preceding.
See the provisions of Regulation 44 (8), *Part II.*

The flow of fluids and related phenomena:—An experimental course defined as follows:—

Definition of stream line; definition of tube of flow; definition of steady motion: velocity of efflux from an orifice in a vessel containing water: $V^2 = 2gh$ (Torricelli's Theorem); pressure along a tube of flow given by $p + \frac{1}{2}\rho v^2 + g h =$ a constant (Bernoulli's Theorem); applications of Bernoulli's Theorem to explain the principle of an atomizer: a bunsen filter pump, a steam injector, the curve of flight of a ball, the Venturi water meter.

Surface tension and capillary phenomena:—A simple experimental treatment of the following topics:—

Experiments showing the existence of surface tension in liquids; the variation of surface tension with the liquid used; the effect of temperature on surface tension; measurement of surface tension of water and other liquids in grams per centimetre or ounces per inch; surface tension due to attractive forces between the molecules; surface tension dependent upon the nature of the surfaces in contact; surface energy measured by $T \times A$ where T is the value of the surface tension and A the area of the surface; surface energy a minimum; the rise and fall of liquids in capillary tubes, the spherical form assumed by small drops; dyeing and filtration, shown to be illustrations of the tendency of surface energy to be reduced to a minimum; pressure within a soap bubble.

Chemistry.—An experimental course defined as follows:

Chemistry of the Middle School reviewed and continued.

Reversible reactions.

Chemical equilibrium.

Rate of reaction and conditions that affect it (including catalysis).

A study of the following elements and their most characteristic compounds, having regard to Mendelejeff's classification and to their most important economic and industrial applications: hydrogen, sodium, potassium, magnesium, zinc, calcium, stronium, barium, aluminium, carbon, silicon, tin, lead, nitrogen, phosphorus, arsenic, antimony, bismuth, oxygen, sulphur, fluorine, chlorine, bromine, iodine, iron, copper.

Mineralogy.—An experimental course defined as follows:—

A review of the course in Geology included in the Lower School second year course in Geography.

General chemical composition of the earth's crust.

Meaning of term mineral; crystalline state of matter; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore.

The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivene, studied from hand specimens.

Examination of hand specimens of the following rocks:

Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt.

Aqueous—Sandstone, Conglomerate, Shale Limestone.

Metamorphic—Marble, Gneiss, Slate, Schists.

Veins—kinds, how formed, how filled.

Determination of the following with the aid of simple mineral tables:

Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrences of gold, silver, coal.

Chief deposits of economic minerals in Canada.

NOTES: 1.—Many of the minerals in the above list can be found in any well developed gravel pit or stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighbourhood of the school for the purpose of obtaining them and observing the geological formations.

2.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

Biology: Zoology.—Practical study of the external form of all types, and the dissection or the study of prepared specimens (or models), as specified below. Observational drawings are essential.

An elementary knowledge of the chief functions of the body—nutrition, irritability, motility, excretion, reproduction—and of the mode of life and the life history of the various types.

Study of the principles of classification in any one group, and recognition of the commonest forms in all.

The Frog.—Practical study of the external features; skeleton; visceral dissection; central nervous system; action of a typical muscle. Practical study of a cross-section for arrangement of organ systems. Observation of external features of development.

The Fish.—Practical study of the external form; chief visceral organs; circulation and respiration; comparison with frog as to organs of locomotion, circulation, and respiration.

The Reptile.—Practical study of the external form of a snake and a turtle. Comparison with a lizard.

The Bird.—Practical study of the external form, plumage, and skeleton of some common bird. Adaptations to flight. Modification of bill and foot, in so far as they are of value in distinguishing the different chief types.

The Mammal.—Practical study of the chief features of the skeleton, the visceral organs, and the chief divisions of the brain of a rabbit or a cat. Major characteristics of mammalian dentition and foot structure, as illustrated by the pig, horse, sheep, rabbit, dog, mole, and bat.

The Worm.—Practical study of the external features, and dissection of the earth-worm. Study of cross-section for arrangement of chief organ systems only.

The Arthropod.—Practical study of the external form of the crayfish, including segmentation and appendages. Comparison of the external form of the crayfish, grasshopper (or cricket), millipede, and spider.

The Mollusc.—Practical study of the external form, and mode of locomotion and respiration, of the fresh-water clam; comparison in these respects with the snail.

The Protozoan.—A practical study of the living amœba or paramœcium.

NOTE.—Dissection of at least the Frog and the Earth-worm by the pupil will be required. In other cases, prepared specimens or models may be used. Cross-sections should be studied with the low power microscope.

Botany.—General types of the great natural groups of plants; classification.

Morphology.—Morphology of seed, root, stem, leaf, flower, and fruit. A study of the cellular structure of the leaf and of the relative arrangement of the more important tissues and tissue-systems of the stem and root (as shown by sections) of bean and maize, or of any other typical dicotyledon and monocotyledon.

Physiology.—Practical studies of absorption (osmosis), plasmolysis, transpiration, photosynthesis, respiration, irritability (e.g., heliotropism), growth and movement. An elementary knowledge of the phenomena of fertilization and reproduction.

Ecology.—Modifications of organs for special functions. Seed dispersal. Light relations. Pollination and adaptations for cross-pollination. Plant associations, e.g., mesophytes, hydrophytes, xerophytes.

Cryptogams.—The practical study of representatives of the chief subdivisions of the cryptogams; spirogyra, chara, a mushroom, a lichen, a liverwort, a moss, a horsetail, a clubmoss, and a fern. Distribution and economic importance of yeasts and bacteria. Microscopic structure of the yeast cell; reproduction by budding. Macroscopic observation of a bacterial colony.

Phanerogams.—The practical study of representatives of the seed plants of the locality, including at least one member of each of the following orders:—

Coniferae, Caryophyllaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Sapindaceae, Umbelliferae, Ericaceae, Labiatae, Scrophulariaceae, Borraginaceae, Compositae, Gramineae (so far as the structure of the flower and stem is concerned), Liliaceae.

NOTE.—As form becomes intelligible only in the light of a knowledge of function and adaptation, the physiological and ecological studies should be taken up in appropriate connection with the morphological studies. The making of faithful and neat records of observations is also a most important adjunct. In many cases, these should be expressed as drawings, but it should be borne in mind that this drawing loses its value as an educative factor unless there be an insistence on absolute accuracy and the careful naming of all the features represented. Judgment should, therefore, be exercised by the teacher in requiring no more than can be done well.

Graduation Diplomas

20.—(1) High School Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory, and who have completed the prescribed courses, as follows:

(*a*) A Junior Diploma, for a General Course of four years, the course for admission to the Normal Schools or the Junior Matriculation Course for admission to the Universities.

(*b*) A Senior Diploma, for the course for admission to the Faculties of Education, or a Junior Matriculation course for admission to the Universities with at least second class honours in any two of Classics, Mathematics, French and German, Science, English and History.

(2) Each Graduation Diploma shall specify the course the candidate has taken.

(3) For these Diplomas, the Boards may hold their own examinations or may accept the University or the Departmental examinations.

(4) All Diplomas shall be signed by the Chairman of the Board of Trustees and the Principal of the school. On the report of the High School Inspectors, the Senior Diplomas may be signed also by the Minister, on application of the Boards concerned.

NOTE.—Forms for the Graduation Diplomas may be obtained on application to the Deputy Minister.

Inspection

21.—(1) (*a*) (i) Every High School Inspector, while officially visiting a school shall have supreme authority in the school, and may direct teachers and pupils in regard to discipline or to any or all of the exercises of the school.

(ii) He shall make enquiry and examination, in such manner as he may think proper, into the qualifications and the efficiency of the staff, the adequacy and the suitability of accommodations and equipment of the school, and all matters affecting the progress and the health and comfort of the pupils.

(iii) He shall report to the Minister, with his recommendations, the result of his enquiry and examination, within ten days after the close thereof. He shall also from time to time report any violation of the Schools Act or the Regulations in the case of the schools of which he is Inspector.

(*b*) Subject to special instructions by the Minister, the following schedule prescribes the number of days to be devoted, as far as practicable, by the High School Inspector to each class of school:

No. of Teachers.	No. of Days.	No. of Teachers.	No. of Days.
2	1	7-8	3½
3	1½	9-12	4
4	2	12-15	5
5-6	3		

For a staff of over 15 teachers the number of days shall be at least five and so much more time as shall enable him to report fully upon the condition of the school.

(2) (*a*) The powers and duties of the Director of Elementary Agricultural Education and of the Inspector of Manual Training and Household Science shall be the same as those prescribed above for a High School Inspector, so far as relates to the classes under their supervision.

(*b*) Subject to special instructions by the Minister, the Director shall spend one day at each school where the subject of Agriculture and Horticulture is taken up, and the Inspector shall spend one day at each Day School Centre, and the time of one session at each Night School Centre, where the subjects of Manual Training and Household Science are taken up.

Distribution of Legislative Grants

The following are the schemes for the distribution of the Legislative grants:

GENERAL GRANTS

ORGANIZED COUNTIES

Day High Schools

1. A Day High School that complies with the Regulations shall be entitled to the following grants:

(1) A fixed grant of $300.00 for High Schools with fewer than four teachers, and of $275.00 for other High Schools;

(2) In respect of equipment, six per cent. of the total approved expenditure, but so as not to exceed $73.50 in the case of High Schools with two teachers, or $100.50 in the case of High Schools with three or more teachers.

(3) In respect of school accommodation, a maximum of $114.00 in the case of High Schools with two teachers, and of $195.00 in the case of High Schools with three or more teachers; and

(4) In respect of salaries, six per cent. of the approved expenditure over $1,500, the grant not to exceed $600.

Collegiate Institutes

2. A Collegiate Institute that complies with the Regulations shall be entitled to the following grants:

(1) A fixed grant of $250;

(2) In respect of equipment, a maximum of $100.50.

(3) In respect of school accommodation, a maximum of $228.00; and

(4) Six per cent. of the approved expenditure on salaries over $1,500; the grant not to exceed $600.

Collegiate Institutes and Day High Schools

EQUIPMENT

3. In apportioning the Legislative grant on equipment, the maximum value recognized for each class of school shall be as follows:

(1) High Schools with two teachers: Library, $450; Scientific Apparatus, $450; Biological Specimens, $75; Maps, Charts, Globes, etc., $75; Art Models, $75; Typewriters, $100.

(2) Collegiate Institutes and High Schools with three or more teachers: Library, $600; Scientific Apparatus, $600; Biological Specimens, $100; Maps, Charts, Globes, etc., $75; Art Models, $100; Typewriters, $200.

NOTE.—The catalogue of the equipment shall contain the cost prices and the names of the different items, each classified under the same headings as are the subjects of the courses. It shall be kept in the School by the Principal and shall be accessible to any officer of the Department.

ACCOMMODATIONS

4. The Legislative grant on the grading of the school building and grounds shall be distributed according to the following scheme:—

	Closets	Water supply	School premises	School building	Class-rooms	Assembly hall	Halls	Waiting-rooms	Cap-rooms	Teachers' rooms	Desks	Blackboards	Lighting	Heating	Ventilation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
TWO TEACHERS HIGH SCHOOLS.—															
Grade I.....	4 00	2 00	9 00	4 00	15 00	2 00	2 00	2 00	2 00	2 00	6 00	2 00	4 00	4 00	6 00
II.....	3 00	1 50	6 75	3 00	11 25	1 50	1 50	1 50	1 50	1 50	4 50	1 50	3 00	3 00	4 50
III.....	2 00	1 00	4 50	2 00	7 50	1 00	1 00	1 00	1 00	1 00	3 00	1 00	2 00	2 00	3 00
IV.....	1 00	50	2 25	1 00	3 75	50	50	50	50	50	1 50	50	1 00	1 00	1 50
THREE OR MORE TEACHERS HIGH SCHOOLS.—Grade I.....	6 00	3 00	13 50	6 00	22 50	3 00	3 00	3 00	3 00	3 00	9 00	3 00	6 00	6 00	9 00
II.....	4 50	2 25	10 10	4 50	16 85	2 25	2 25	2 25	2 25	2 25	6 75	2 25	4 50	4 50	6 75
III.....	3 00	1 50	6 75	3 00	11 25	1 50	1 50	1 50	1 50	1 50	4 50	1 50	3 00	3 00	4 50
IV.....	1 50	75	3 35	1 50	5 60	75	75	75	75	75	2 25	75	1 50	1 50	2 25
COLLEGIATE INSTITUTES.—															
Grade I.....	8 00	4 00	18 00	8 00	30 00	4 00	4 00	4 00	4 00	4 00	12 00	4 00	8 00	8 00	12 00
II.....	6 00	3 00	13 50	6 00	22 50	3 00	3 00	3 00	3 00	3 00	9 00	3 00	6 00	6 00	9 00
III.....	4 00	2 00	9 00	4 00	15 00	2 00	2 00	2 00	2 00	2 00	6 00	2 00	4 00	4 00	6 00
IV.....	2 00	1 00	4 50	2 00	7 50	1 00	1 00	1 00	1 00	1 00	3 00	1 00	2 00	2 00	3 00

Gymnasiums: (1) For Grade I, six per cent. of the value of the gymnasium as reported by the High School Inspector will be allowed up to the maximum value of $800 in the case of High Schools with two teachers and of $1,600 in the case of Collegiate Institutes and of High Schools with three or more teachers; for Grade II, six per cent. of three-fourths of such value; for Grade III, six per cent. of half of such value; and for Grade IV, six per cent. of one-fourth of such value; but, when suitable additional accommodation is in use for Physical Culture, the grading will be one degree higher unless the maximum has already been reached.

(2) No High School or Collegiate Institute shall be entitled to any Legislative grant on its gymnasium for any year in which the time prescribed in Regulation 16 (2) for Physical Culture has not been provided.

Approved Schools

5. Schools that have been ranked as Approved under Regulation 3 shall be entitled, on the report of the High School Inspector, to additional grants, as follows:

	Grade I	Grade II
High Schools with fewer than four teachers	$80	$40
High Schools with four or more teachers	$120	$60
Collegiate Institutes	$160	$80

Night High Schools

6. Night High Schools that have complied with the Regulations therefor shall be entitled to the following proportion of the total salaries of the staffs:

In cities with populations of 150,000 and over, one-sixth; in other cities, one-third; in towns, one-half; and in villages, two-thirds.

The Districts

7. The yearly apportionment by the Minister of Education of the General Legislative Grant to each High School or Collegiate Institute in the Districts shall be twice the total of the sums apportioned on the different bases set forth in Regulations 1-6 above in the case of each Grade in the organized Counties.

SPECIAL GRANTS

Middle School Art

8.—(1) On the following conditions, an annual grant of $100 will be made by the Department to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art from the Department, and an additional $100 if he holds also the diploma of A.O.C.A. from the Ontario College of Art:

(*a*) The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

(*b*) The Course shall be taken for at least one school year, and the provision therefor in the teacher's time-table shall be at least three periods a week of one hour each, part of which may be taken out of doors for landscape drawing and painting.

(*c*) The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

(2) The Board whose Art teacher has earned the special grant provided above, shall purchase before the close of the current calendar year at least $100 worth of

works of Art, approved by the High School Inspector and selected from the lists contained in Educational Pamphlet No. 5: List of Reproductions of Works of Art. Towards the cost of this purchase, duly certified by the High School Inspector, the Department will make a special grant of $50.

Manual Training and Household Science

DAY CLASSES

9. (1) (*a*) No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(*b*) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (3) (*a*) below will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(*c*) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(2) The Legislative Grants for each centre that complies with the Regulations shall be apportioned as follows:—

(*a*) An Annual General Grant for Manual Training of $200 and for Household Science, of $120.

(*b*) Ten per cent. of the annual expenditure for teachers' salaries over $600, to a maximum of $200.

(*c*) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of $880; and, for each of the three years following, 20 per cent. to a maximum of $440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of $400; and, for each of the three years following, 20 per cent. to a maximum of $200.

(*d*) An Annual Grant on the character of the special accommodations for the higher work according to the following scheme of grades:

Manual Training

	I	II	III	IV
Wood-working and Wood-turning Shop	$10 00	$7 50	$5 00	$2 50
Forge Shop	10 00	7 50	5 00	2 50
Machine Shop	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop	15 00	11 25	7 50	3 75
Stock Room	5 00	3 75	2 50	1 25
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

Household Science

Kitchen	$10 00	$7 50	$5 00	$2 50
Pantry, Cupboard, and Storeroom	5 00	3 75	2 50	1 25
Dining Room	10 00	7 50	5 00	2 50
Sewing Room	10 00	7 50	5 00	2 50
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

(3) (*a*) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-work, $500.
Wood-turning, $300.
Forging, $500.
Machine Shop Practice, $800.
Library, $100.

(*b*) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, Sanitation, and Hygiene, $500.
Hand and Machine Sewing, $250.
Laundry Work, $150.
Library, $100.

(4) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

10. The Department will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Night Classes:—

In cities with population of 150,000 and over, one-sixth; in other cities, one-third; in towns, one-half; and in villages, two-thirds.

Agriculture and Horticulture

LOWER AND MIDDLE SCHOOL

11. On the report of the Director that the Regulations have been satisfactorily complied with, the Department will pay the following grants:

(1) An annual grant, not exceeding $100.00 in each case, will be paid to the Board for carrying on the Lower and the middle School Courses respectively.

(2) (*a*) An annual grant of $120 will be paid to the holder of a High School professional certificate and the degree of B.Sc. (Agr.) for carrying on the Lower and Middle School courses respectively, for the calendar year, or of $60 for each course carried on to the end of June, or of $40 for the remainder of the year.

(*b*) An annual grant of $80.00 will be paid to the science teacher who holds an Intermediate certificate, or to a District Agricultural Representative or an Assistant District Agricultural Representative of the standing of the Third year in the Ontario Agricultural College, for the Lower and Middle School courses respectively carried on for the calendar year, or of $40.00 for each course carried on to the end of June, and of $30.00 for the remainder of the year. For carrying on the course in more schools than one, the Agricultural Representative will be paid two-thirds of the regular grant for each additional school.

(3) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction in the Lower and Middle School courses respectively, a grant of $25.00 additional will be paid to the teacher or Agricultural or Assistant Agricultural Representative in addition to the salary paid by the School Board, and a grant, not exceeding $25.00 for each course, to the Board.

(4) The grants will be apportioned on the reports for the calendar year.

(5) The accounts for the work shall be kept separate from the general school expenditure, and a financial statement shall be submitted on a special form by the Secretary to the Minister at the end of December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

(6) The legislative and any municipal grants to the School Boards for Agricultural Education are made solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school, and may be expended as follows:

(*a*) The grant of $100.00 for the general work:

For agricultural or horticultural books or charts, for subscriptions to journals on farming, dairying, gardening, beekeeping, poultry keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee-hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work, and for such other purposes as may be approved by the Minister.

(*b*) The special grant of $25.00 for the support of the special experimental and demonstration plots at or in connection with the schools:

For preparing the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines, labels, hot bed, cold frame or such other things as may be needed in carrying on the experiments; for the purchase of fertilizers or planting material, such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

Physical Culture

GRANTS BY DEPARTMENT OF MILITIA AND DEFENCE, OTTAWA

12.—(1) For the training of a Cadet Corps during the school year in a High School or Collegiate Institute an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(*a*) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(*b*) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(*c*) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(*d*) The allowance will be calculated on the number of enrolled cadets present at the annual inspection, with the addition of those whose absence can be satisfactorily accounted for to the Inspecting Officer.

(*e*) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(*f*) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

(2) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(3) Upon the certificate of the Inspecting Officer a grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

GRANT BY DEPARTMENT OF EDUCATION, ONTARIO

13. Where a Cadet Corps has been duly established in connection with a High School or a Collegiate Institute, an additional annual grant of $50 will be paid to the School Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who shall be at least sixteen and not over eighteen years of age.

(2) (*a*) The Inspector of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list, or a non-commissioned officer of the Militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(*b*) After September, 1915, the Instructor shall hold a certificate as Specialist in Physical Culture granted by the Department of Education.

(3) The work in Physical Culture of the whole School shall have been reported as satisfactory to the Minister by the School Inspector.

(4) The grant of $50 shall be treated as an addition to the Instructor's ordinary salary or shall be expended on the equipment for Physical Culture, as the Board may determine.

CONTINGENCY OF GRANTS

14.—(1) If in any year the amount voted by the Legislature of Ontario for any of the services recognized in Regulations 1-13 above is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

(2) On the report of the Inspector or Director that the equipment or the accommodations of a High School or Collegiate Institute are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

(3) On the report of the Inspector or Director that a regulation governing a High School or Collegiate Institute has been culpably violated, such reduction may be made in the total grant payable to the School as the Minister may consider expedient.

NOTE.—Owing to the disturbance of the financial conditions, less money is now at the disposal of the Department. Reductions have, accordingly, been made in some of the schemes for apportioning the Legislative Grants.

AUTHORIZED TEXT-BOOKS

1. As specified therein, the text-books listed in Schedule A below, and the accompanying Blank Books listed in B below, shall be authorized for use in the High Schools and Collegiate Institutes. In Schedule C are listed the manuals provided for Teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A and B below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. As may be determined by resolution of the Board, the following, as prescribed by the Regulations and as selected by the Principal, shall be purchased by the pupils or provided by the Board of School Trustees in the school library for the pupils' use in numbers satisfactory to the Inspector:

(1) The four books in English Literature to be read by candidates preparing for a Departmental Examination;

(2) Supplementary Reading for all the Forms.

4. No text-books are authorized in Art, Biology, Agriculture and Horticulture, Manual Training, or Household Science, but suitable reference books, selected by the Principal and approved by the Inspector, shall be provided in the school library by the Board of School Trustees for the pupils' use in numbers satisfactory to the Inspector.

5. For Religious Instruction in the High Schools and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

6. The edition of the High School French Grammar which was used in any school during the school year ending the thirtieth of June, 1914, and the continued use of which was recommended by resolution of the Board of School Trustees passed on or before the reopening of the schools in September, 1914, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases the Principal shall introduce the text-books authorized herein which are not already in use in his school.

7. For the High School Upper School any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees. If no change has been made since the passing of this resolution, another resolution is not necessary.

8.—(1) The Principal shall submit to the Inspector at his official visit a copy of each of the resolutions provided for in 3, 6, and 7 above, duly dated and certified by the Secretary of the Board of School Trustees.

(2) It shall be the duty of the Inspector to see, at his first visit to each school, that the resolutions of the Board of School Trustees referred to above have been

duly passed, and, when necessary, from time to time thereafter, that the provisions of the aforesaid regulations have been duly carried out in the school.

9. Books authorized for use in Public and Separate Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of the High Schools and Collegiate Institutes.

10. Any edition of the Literature texts in English, French, or German prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal; but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

11. Boards shall provide in the school library a supply of the High School Flora, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils; but pupils shall not be required to buy them.

12. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

13. For Special Middle School Art Work, in addition to the authorized blanks, any other drawing paper may be used when deemed necessary by the Principal.

Schedule A

TEXT-BOOKS AUTHORIZED

English:

Ontario High School Reader. The Canada Publishing Co., Ltd. . . $0.40
Ontario High School English Grammar. The Canada Publishing Co., Ltd. 45
Ontario High School English Composition. The Copp, Clark Co., Ltd. 18

History and Geography:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. 60
Ontario School Geography. Educational Book Company of Toronto, Ltd. 65
Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. 75
Ontario High School History of England. The Macmillan Company of Canada, Ltd. 65
Ontario High School History of Canada. The T. Eaton Co., Ltd. .19

Mathematics:

Ontario High School Arithmetic. The Hunter-Rose Company, Ltd. .40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. (*Authorization expires midsummer,* 1915) 50
Ontario High School Geometry. The Copp, Clark Co., Ltd. 40

Classics:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. 60
White's First Greek Book. (*Authorized until further notice. Supplied by The Copp, Clark Co. Ltd.*) 1.25

Moderns:

Ontario High School French Grammar. The Copp, Clark Co., Ltd. . $0.60
Ontario High School French Reader. The T. Eaton Co., Ltd. .... .11
High School German Grammar. The Copp, Clark Co., Ltd. ..... .70
Ontario High School German Reader. William Briggs ..... .13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd. ..... .90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. ..... .35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. ..... .20

Book-keeping:

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30
Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Course in Book-keeping*) 1.00

Writing:

Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05

Schedule B

BLANK BOOKS AUTHORIZED

*Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. ..... .12
*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto ..... .08
Ontario Blank Copy Books. E. H. Harcourt Co., Limited ..... .02
Ontario Blank Drawing Book, No. 2. W. J. Gage and Co., Ltd..... .05

*The two Blanks may be obtained in one packet at 20 cents.

Schedule C

TEACHERS' MANUALS

The Department publishes Manuals for Teachers dealing with methodology and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices given below, on application to the Deputy Minister. The following Manuals have been published:

Suggestions for Teachers of Science, 50 cents.
English Composition, 15 cents.

Special Notice to Teachers and School Boards

14. The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized above or which are listed in the catalogue of the school library with the approval

of the Inspector. Nor can Notes on History, Geography, etc., School Helps, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, or other similar publications.

NOTE.—The Regulations governing the use of text-books in Commercial and Agricultural High Schools and Courses and in Industrial, Technical, and Art Schools and Courses, will be contained in the Manual dealing with Vocational Schools and Courses.

TEACHERS' INSTITUTES

1. Under *The Public Schools Act* on the report of the Public School Inspector or the Inspectors, as the case may be, and with the approval of the Minister and subject to his instructions from time to time:

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes for the purpose of receiving instruction in methods of teaching and of discussing educational methods; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties in connection with the work of the Institute, as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department, the Minister will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two day sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) (*a*) In order that the teacher may attend the annual meeting of the Institute prescribed in (1) above, he shall close his School on the days appointed for said meeting.

(*b*) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

(4) In order to allow meetings of the teachers of a graded school for school business and mutual improvement, the Board may authorize said teachers to close their schools at 2.30 or 3 p.m. on certain specified school days.

(5) In cities where more Institutes than one have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secre-

tary of the combined meetings shall be the President and the Secretary who have had longest experience as educationalists.

(6) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(7) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of, and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister.

(3) Attendance is optional on the part of the teachers of High Schools and Collegiate Institutes, but attendance is strongly recommended by the Minister. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to the Inspector—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(*a*) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary: and

(*b*) To report to their respective School Boards, and, when in his judgment necessary, to the Minister, teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above and to take such other steps as may appear to him to be desirable.

NOTE.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered, by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister.

NOTE.—As heretofore, the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(*a*) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above;

(*b*) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute; and—

(*c*) A certificate that the above Regulations which are obligatory have been duly observed.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association. [See Section 25 (*d*) of *The High Schools Act.*]

EQUIPMENT

Laboratories

LOWER SCHOOL

Physics and Chemistry

	Probable Cost
1 Metric Scale, one foot long. The ordinary School rulers graduated in inches and centimeters will answer	$0·02
1 Meter Stick	50
1 Caliper, Simple form	50
1 Dissected Litre Block	2 00
1 Pinch-Cock	15
1 Burette, Mohr's, 50 C.C. graduated in tenths	2 00
1 Measuring Cylinder, 100 C.C. graduated	80
3 Beakers, different sizes	55
1 Air Pump and Receiver	10 00
1 Elastic Rubber Balloon. A toy balloon answers well	10
1 Pendulum Bob	25

	Probable Cost
1 Physical Balance, with set of Metric Weights	$8 50
1 Spirit Lamp or Bunsen Burner	40
1 Spring Balance	50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.	50
1 Mortar and Pestle	35
2 Thistle Tubes .....Each, 15c.....	30
1 Transmission of Pressure Apparatus	75
1 Archimedes' Principle	1 75
1 Globe for Weighing Air	3 00
1 Barometer Tube, heavy glass	50
1 Mariotte's Law Tube	1 50
1 Lift Pump, Glass Model	1 25
1 Force Pump, Glass Model	1 25
1 Hydraulic Press, Glass Model	2 00
1 Filter Funnel	10
1 Retort Stand (two rings)	50
3 Small Florence Flasks with perforated rubber corks to fit	45
1 Florence Flask with wide mouth	25
1 Rubber Cork with two holes to fit Florence Flask with large mouth....	15
1 Hydrometer Jar	45
1 Porous Cup	70
1 Specific Gravity Bottle	75
1 Weighted Wooden Prism, 1 square centimeter in section	25
1 Tuning Fork, simple form	20
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rod	30
1 Whistle	10
1 Coil Spring, about 1 in. in diameter and 2 feet long	25
1 Bell in Vacuo	1 50
1 Glass Tube, about 2 cm. in diameter and 30 cm. long	15
1 Glass Tube about 3 cm. in diameter and 50 cm. long	30
1 Whirling Machine	3 50
Cardboard Discs for Whirling Machine to show reflection of sound	50
1 Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate pitch of sound	2 00
1 Spool Piano Wire	10
1 Toy Trumpet	10
1 Ball and Ring	1 00
1 Compound Bar	1 00
1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees	1 00
1 Differential Thermometer	2 50
1 Calorimeter	2 00
1 Conductometer 1 50	
1 Cardboard Screen with frame	50
1 Reflection of Light Apparatus, to be fitted also for reflection of sound	3 00
1 Plane Mirror (small)	25
1 Convex Lens (Reading Glass will answer)	50
1 Triangular Glass Prism	50
Pieces of Red, Green and Blue Glass	10

		Probable Cost
	Lodestone (small piece)	$0 50
2	Bar Magnets	50
1	Horseshoe Magnet	25
1	Compass	25
1	Bar Soft Iron, Round, 6 in. long	20
	Sheet Zinc and Sheet Copper (Pair Elements)	15
2	Dry Cells ..... each 35c	70
1	Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.	30
1	Small Incandescent Lamp (3 volts)	25
1	Pneumatic Trough	40
4	Glass Bottles (Pickle bottles will answer)	10
4	Glass Slips, 2 inches square, to cover mouth of bottles	05
3	Soup Plates	20
3	Hard Glass Test Tubes	30
1	Test Tube Rack	25
4	Reagent Bottles, 4 oz.	50
½	Doz. Test Tubes, 5 in. x ¾ in. ..... per doz	25
1	Doz. Test Tubes, 4 in. x ½ in. ..... per doz	15
2	U-Tubes, 6 in. x ¾ in. ..... each	10
1	lb. Glass Tubing (soft) ⅛ in. to ¼ in.	60
1	Retort, stoppered, 4 oz.	25
1	Lamp Chimney (large)	10
1	Electrolytic Apparatus	1 25
2	yds. Rubber Tubing 3-16 in. inside, red ..... per ft	10
	Pieces of Mica	10
1	Package of Picture Wire	10
2	Files, one round, one triangular ..... each	15
2	Doz. Corks, assorted	10
1	Package Filtering Paper, Circles, 6 in.	25
	Candles	10
½	Doz. Sheets Litmus Paper	30
1	Sq. ft. Sheet Rubber ..... per sq. ft	25
	Wire Gauze	15
	Sealing Wax ..... large stick	25
1	Small Vice for clamping wires	40

Chemicals

	Zinc, granulated, 1 lb.	20
	Copper clippings (sheet or wire), 1 lb.	50
	Iron Filings, 1 lb.	05
	Charcoal (may be had from plumber)	25
	Coal (pieces of hard and soft)	
	Mercury, 2 lbs.	2 00
	Sodium, 1 oz.	25
	Potassium, 2 drams ..... dram	25
	Oxide of Mercury, red, 1 oz.	25
	Oxide of Copper, 1 oz.	15
	Manganese, dioxide. ½ lb.	10

	Probable Cost
Calcium oxide (Lime, lumps)	
Sodium, hydroxide, ¼ lb.	$0 25
Potassium chlorate, 1 lb.	25
Potassium nitrate, 4 oz.	10
Potassium permanganate, 2 oz.	15
Calcium chloride (lumps)	
Ammonia solution, 8 oz.	10
Ammonium nitrate, 4 oz.	10
Ammonium chloride, 6 oz.	10
Calcium carbonate, lumps of limestone, calcite, chalk, animal shells	
Carbon, specimens of coal, charcoal, graphite, lampblack	
Sulphuric acid, 1 lb.	05
Nitric acid, 1 lb.	05
Hydrochloric acid, 8 oz.	05
Yellow Phosphorus, 1 oz.	05

Botany and Zoology

For the work in Botany and Zoology each pupil should be provided with a pocket magnifier (30-50 cents). A compound microscope ($11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles, will be found to be all that is necessary, in the way of apparatus, for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

The following provisions apply to both the Upper and the Lower School Biology:

Aquaria

Aquaria of almost any desired form and price may be had from the dealers in school apparatus. Constant attention is necessary to ensure the best conditions in the aquarium, and the instructor should take pains to inform himself on the points requisite for good management.

Skeletons

While special study of the skeleton is prescribed only in the case of the mammal, it is nevertheless desirable to have at hand the skeletons of other vertebrate forms included in the course. A very satisfactory collection, including the cat, perch, frog, snake, turtle, and crow, is supplied by the dealers at an approximate cost of $35.00. The smaller schools should provide the cat or dog skeleton, and add the others by degrees.

Mounted foot bones of various types, such as pig, horse, sheep, rabbit, dog, and mole, are very useful, and may be purchased at an average price of about $2.00 each. These also could be accumulated by degrees.

Similar remarks apply to the prepared skulls of these types, the average price, however, being somewhat higher.

Preparations Preserved in Fluids

Preparations illustrating the different stages in the development of the frog, the snake, and the fish can be had at an approximate cost of $5.00 each. They are extremely useful. The smaller schools should be provided with at least the first named.

Admirable preparations of dissected specimens of the fish, frog, crayfish, fresh water mussel, earth-worm, and other types can be had at an average cost of about $5.00 each. The museums in the larger schools at any rate should have examples of these preparations.

Bird Skins and Mounted Birds

A collection of birds is indispensable in all the schools. There should be specimens of at least twenty representative birds of the locality, selected to show, among other things, the different types of feet and bills. The approximate cost of such a collection would be about $15.00.

Mammals

The museum in every school should contain stuffed specimens of a few representative wild mammals of the locality. Prices will vary very much according to the size of the specimen.

Insects

A standard collection of insects, representative of the different orders, should be provided in every school. Such a collection can easily be accumulated by the pupils themselves under the teacher's direction, and special care should be taken to guard it against injury. A fair value will be allowed for deserving collections made in this way.

Cabinets

For the proper preservation of skeletons, mounted birds, insects, and other dry museum specimens, dust-proof cabinets are essential. These should be constructed partly as glass-fronted cases with shelves, and partly with well fitted drawers which, however, will serve other purposes as well.

Museum Jars

As already suggested, specimens illustrating the general fauna of the locality should be collected, carefully preserved, and added to the museum. To accommodate the collections preserved in fluid, suitable jars are a necessity. These can be had from the dealers in considerable variety. Those known as "Crown" sealers, in pint and quart sizes, will answer most purposes; but jars with flat sides exhibit the contents to better advantage. Such jars, however, are more expensive.

Botanical Material

For botanical work, it is highly desirable that the pupils themselves should be encouraged to collect the material needed. A suitable cabinet with drawers is necessary for the herbarium, which should have a place in every school museum.

The specimens kept in the herbarium should be carefully selected and mounted, and the whole should form a standard for the guidance of the pupils in this branch of their work.

Standard collections of woods should also be kept on view, and it serves a good purpose to have mounted on large sheets specimens illustrating special points, such as provision for seed-dispersal, varieties of stem-forms, etc.

A collection of woods showing the depredations of destructive insects would be very instructive.

PHYSICS

I. Middle School

NOTE.—The pieces marked with an asterisk should form part of the sets for pupils' use in groups of two or four.

Sound

	Probable Limit of Cost. Min.	Max.
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rods	$0 25—	$ 1 30
1 Whistle		10
1 Coil Spring, about 1 inch in diameter and 2 feet long		20
1 Bell in Vacuo	1 80—	2 50
1 Whirling Machine		5 00
1 Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate Pitch and Sound	4 00—	5 00
1 Clamp for Vibrating Plates	1 25—	2 50
2 Brass Plates, one square, one circular	1 00—	2 50
1 Sonometer	5 00—	10 00
1 Violin Bow	75—	1 50
*1 Tuning Fork-A	20—	25
2 Tuning Forks-C, mounted on Resonance Boxes, each	3 00—	8 00
2 Large Concave Mirrors for Reflection of Sound. each	2 00—	3 00
1 Interference Apparatus		5 00
1 Siren (optional)	5 00—	30 00
Glass Tubes of various sizes and lengths for showing Vibrations of Air Columns	75—	1 50
1 Organ Pipe with Glass Front		2 50
1 Tambourine to use with the above	25—	50
1 Manometric Flame Apparatus	5 00—	10 00
2 Troughs for showing that waves travel faster in deep than in shallow water	1 50—	3 00
1 Kundt's Tube for finding velocity of sound in a solid (optional)	3 75—	5 00

Heat

1 Ball and Ring	1 00—	1 25
1 Compound Bar	40—	50
*1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees		70
1 Differential Thermometer	1 50—	3 50
*1 Calorimeter	1 50—	2 00
1 Fire Syringe	1 50—	2 00
1 Apparatus for determining the coefficient of linear expansion in a metal	2 25—	5 00

		Probable Limit of Cost, Min.	Max.
1	Apparatus for testing "Boiling Point" in a Thermometer		$1 50
1	Maximum Thermometer	$2 00	6 00
1	Minimum Thermometer	2 00	5 40
1	Hope's Apparatus for showing Maximum Density of Water	4 00	4 50
1	Regnault's Apparatus for Finding Coefficient of Expansion of a Gas (optional)	1 50	7 00
1	Dew Point Instrument	1 50	2 50
1	Wet-and-Dry Bulb Hygrometer	2 50	6 00
1	Distillation Apparatus	1 00	2 00
1	Cryophorus	1 00	1 50
1	Model of Steam Engine	3 00	10 00
1	Edser's Apparatus for Finding the Relative Conducting Powers of Metals	2 25	2 50
1	Model Davy Safety Lamp	2 50	3 00
1	Apparatus for Showing Principle of Ventilation	1 25	1 50

Light

*1	Cardboard Screen with Frame		50
*1	Plane Rectangular Glass Tank, to be used also as Pneumatic Trough	2 50	3 50
*1	Plane Mirror, Mounted in Frame with Supports to Stand Vertically on the Table		3 00
1	Porte Lumiere	10 00	25 00
	or Projection Lantern	15 00	200 00
1	Optical Bench and Photometer, complete with Concave and Convex Mirrors and Set of Demonstration Lenses	5 50	20 00
1	Optical Disc and Refraction Tank		17 50
1	Refraction Tank		3 50
1	Rotating Mirror, mounted on stand	2 50	4 00
*2	60° Glass Prisms	70	2 00
1	Focussing Lens, large mounted on stand	3 00	4 00
1	Colour Wheel for re-composition of Light		1 50
1	Direct Vision Spectroscope	6 00	25 00
1	Telescope (optional)		5 00

Electricity and Magnetism

*2	Bar Magnets	25	50
1	Horse Shoe Magnet	10	20
*1	Compass		20
*1	Bar Soft Iron (round, 6 inches long)	10	15
*1	Sheet Zinc and Sheet Copper (Pair Elements)		15
*1	Galvanoscope, complete	75	2 50
4	Dry Cells	25	30
1	Spool Double Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc		20
4	Small Incandescent Lamps (3 volts), each		40
1	Dipping Needle	3 00	20 00
*2	Insulating Stands, for suspending pith balls, etc.	25	1 00

		Probable Limit of Cost, Min.	Max.
2	Spherical Metallic Condensers on insulation stands		$2 50
2	Hollow Hemispherical Condensers with insulating handles to fit over spherical condenser		2 50
1	Cylindrical Metallic Condenser on insulating stand		2 50
*1	Glass Rod and 1 Ebonite Rod, for experiments in electrification.	$0 35—	75
1	Wimshurst Electrical Machine (optional)		25 00
*1	Gold Leaf Electroscope (fitted as a condensing electroscope)	50—	10 00
2	Leyden Jars		3 00
1	Discharger for Leyden Jar		2 00
*	Strips of Zinc, Copper, Carbon, Iron, Lead and Platinum to be used in constructing the various forms of cells	50—	2 00
1	Daniell Cell	50—	75
1	Leclanché Cell	50—	60
*1	Water Voltameter	2 00—	2 75
1	Copper Voltameter	1 50—	4 50
*1	U-Shaped Tube on Stand	1 00—	1 50
2	Coils with Mercury Commutator, for showing Laws of Currents, Complete	1 00—	3 50
1	Set of Telegraph Instruments	2 50—	5 00
1	Electric Bell	50—	1 00
1	Astatic Pair of Magnetic Needles	75—	1 75
1	Astatic or D'Arsonval Galvanometer	5 00—	10 00
1	Tangent Galvanometer	3 50—	10 00
1	Ammeter	3 00—	10 00
1	Voltmeter	3 00—	10 00
1	Set of Coils for demonstrating the laws of current induction		3 00
1	Dynamo and Motor, showing parts and connections	12 00—	30 00
1	Arc Lamp, Simple Regulator	3 00—	3 30
1	Wheatstone Bridge	5 00—	25 00
	A Meter Sliding Bridge (used instead of the above)	2 50—	15 00
1	Induction Coil	3 00—	25 00
1	Set of Telephone Instruments	4 00—	10 00
1	Set Wireless Telegraphy Instruments (simple form)		15 00
1	X-Ray Tube		5 00

II. Upper School

Mechanics and Properties of Matter

Apparatus for determination of average velocity and acceleration		5 00
Apparatus to show relation of force to acceleration	5 00—	10 00
Guinea and Feather Tube	3 00—	5 00
Apparatus to determine acceleration due to gravity	10 00—	20 00
Apparatus for demonstrating parallelogram, triangle and polygon of forces	15 00—	30 00
Apparatus for investigating parallel forces	5 00—	10 00
Apparatus for demonstrating laws of friction	5 00—	10 00
Air Pump and Receiver	10 00—	30 00
Elastic Rubber Balloon. A toy balloon answers well	08—	09
Transmission of Pressure Apparatus		1 75

	Probable Limit of Cost. Min.	Max.
Apparatus for demonstrating equilibrium of fluids under action of gravity		$2 00
Apparatus for determination of whole pressure	$5 00—	10 00
Archimedes' Principle	1 45—	1 50
Globe for weighing Air		3 00
Barometer Tube, heavy glass		35
Standard Barometer	15 00—	40 00
Mariotte's Law Tube	75—	2 00
Lift Pump, Glass Model	1 25—	1 50
Force Pump, Glass Model	1 25—	1 50
Hydraulic Press, Glass Model		1 50

Surface Tension and Flow of Fluids

Capillary tubes, set of	30—	1 00
Small and large tube connected		1 25
Glass cell and "pill-box" pulley		2 00
Surface tension wires, each		25
Separating funnel		1 50
Two-compartment cell, for projection		3 00
Apparatus for vertical jet (Torricelli's)		3 00
Tube of varying size with pressure tubes		1 50
Atomizer		50
Jet pump, glass model		50
Bunsen jet pump		1 00
Hollow glass bulbs, set of 4		25

GYMNASIUMS

Apparatus

For Boys

OBLIGATORY.—Two Horizontal Bars—one at least to be adjustable to different heights. Pair of Adjustable Parallel Bars. Travelling Rings—at least six. Horizontal Ladder. Flying Rings—one pair. Incline Board. Jump Board. Balance Beam. Gymnasium Scale. Wooden Dumb Bells. Indian Clubs. Wands. Rifles or Wooden Rifles. Medicine Ball—6 or 8 lbs. Mattresses—thickness, 2 inches—two, four feet by ten feet; two, four feet by four feet. Horse. Climbing Rope. Basket Ball, Indoor Base Ball, Volley Ball.

OPTIONAL.—Chest-weight Machines. Suspended Parallel Bars. Wall Machine. Quarter Circle. Vaulting Buck. Wall Horizontal Bar. Striking Bag. Vaulting Standard. Folding Hurdle. Vaulting Poles.

For Girls

OBLIGATORY.—Wands Indian Clubs. Wooden Dumb Bells. Chest Weight Machines. Basket Ball. Volley Ball. Indoor Base Ball. Horizontal Ladder.

OPTIONAL.—Parallel Bars. Travelling Rings. Flying Rings. Quarter Circle.

Books of Reference

Syllabus of Physical Exercises for Public Schools. Copp, Clark Co.....	$0 25
Physical Training, including First Aid. Jas. W. Barton, M.D., Physical Director, University of Toronto. Musson Book Co., Toronto	75
Games for Playgrounds, Class-room, Home and Gymnasium. James H. Bancroft. Macmillan Co., Toronto	1 50
At Home in the Water. Geo. H. Corsan. Association Men Press, New York	75
Handbook of Rhythmical Balance Exercises. Grannis Press, New York	1 50

ART ROOMS

Models

Adequate provision of type objects, models of common objects, ceramics, and pictures is indispensable.

The following lists are given for guidance:

1. Type objects made of wood and painted white.

One each of
- Sphere, 12 inches diameter.
- Cylinder, 8 x 12 inches.
- Cone, 8 x 12 inches.

Six each of
- Square Prism, 8 x 12 inches.
- Square Pyramid, 8 x 12 inches.
- Cube, 8 inches face.
- Hexagonal Prism, 8 x 12 inches.
- Circular Plinth, 8 x 2 inches.
- Square Plinth, 8 x 2 inches.

2. One skeleton form of a cube 2 ft. and a square pyramid, 2 ft. base and 2 ft. high.

3. Ceramics: Pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, jardinieres, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty, but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Unique objects, suitable for decorative purposes; Chinese lanterns and parasols, objects of Indian manufacture, etc.

5. Plaster casts: Plaques, busts, figures, groups of figures, and historic ornaments. Casts are optional in the Lower School, but are desirable for both decorative and instructional purposes.

NOTES: 1.—Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be classed as Art Models.

2.—For *lists of suitable pictures, reproductions, and casts, see Educational Pamphlet*, No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.

3.—In schools unable to purchase an adequate supply of the more expensive pictures, the cheap reproductions may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

4.—Under the tariff, maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

Working Equipment

1. Teachers' Easel and Drawing Board.
2. Drawing Boards for Pupils (three-ply, 13 inches x 17 inches).
3. Stands for models.
4. A water bottle for each pupil (4 oz. wide-mouthed pomade bottle).

Reference Books

A Guide to Pictures, by Charles H. Caffin $1.25
Doubleday, Page & Co., New York.
How to Enjoy Pictures, by M. S. Emery 1.50
The Prang Educational Co., New York.
Illustrated Exercises in Design, by E. G. Branch 1.50
The Prang Educational Co., New York.
Freehand Perspective and Sketching, by D. M. Norton 2.00
D. M. Norton, Pratt Institute, New York.
Pencil Sketching, by G. W. Koch 1.50
The Prang Educational Co., New York.
Art Education for High Schools 1.25
The Prang Educational Co., New York.
Apollo, The History of Art throughout the Ages, by S. Reinach 1.50
Charles Scribner's Sons, New York.
The School Arts Magazine, edited by H. T. Bailey, per year 2.25
The School Arts Publishing Co., Boston.

APPENDICES—TOPICS AND SUB-TOPICS OF COURSES OF STUDY

APPENDIX A

Calisthenics, Athletics, and Gymnastics

The following are the topics and sub-topics of a recommended course in Calisthenics, Athletics, and Gymnastics.

I. LOWER SCHOOL

Boys

Calisthenics: Dumb Bells; Wands; Land Drill, Swimming.

Apparatus: Horse—Vaults; Mats—Jump, Hops, etc., Front and Back Rolls; Vaulting Bars—Vaults, same as Horse; Buck—Vaults, same on Horse and Vaulting Bar; Hanging Exercises on Suspended Ladders or Suspended Parallels.

Indoor Games: Basket Ball; Indoor Baseball; Volley Ball; Athletic Dances and Drills.

Outdoor Athletics: Running, Jumping, etc.

Girls

Calisthenics: Dumb Bells; Wands; Clubs; Land Drill; Swimming.

Apparatus: Mat Exercises; Hanging Exercises on Ladder or Suspended Parallels.

Steps: Basic Fancy Steps; Rhythmical Balance Exercises.

Gymnasium Games: Basket Ball; Volley Ball; Varied Games, as Follow the Leader, Hang Tag, etc.

II. MIDDLE AND UPPER SCHOOL

Boys

Calisthenics: Dumb Bells; Wands; Land Drill; Swimming; Life-saving methods.

Apparatus: Horse—Vaults; Feints; Circles—Combinations; Mats—Rolls, Dives, Handstands, etc.; Parallel Bars—Rests, Sets, Walks, Vaults, Spreads: Horizontal Bar—Grasps, Rests, Circles, Underswings; Rings—Hangs, etc.

Indoor Games: Basket Ball; Indoor Baseball; Volley Ball; Athletic Dances and Drills.

Outdoor Athletic Games: Lacrosse; Soccer; Rugby; Hockey; Basket Ball.

Single Stick Exercises.

Girls

Calisthenics: Dumb Bells; Wands; Land Drill; Swimming; Life-saving methods.

Apparatus: Horse—Vaults and Seats; Mats—Hops, Jumps, etc.; Vaulting Bar—Runs under, underswings; Buck—Vaults, Rests, Seats; Rings—Hangs.

Folk Dances and Figure Marching.

Indoor Games: Basket Ball; Indoor Baseball; Volley Ball.

NOTE.—The courses for teachers' certificates in Physical Culture now include swimming, and where local facilities are available provision should be made for instruction in the subject.

APPENDIX B

British and Canadian History

I LOWER SCHOOL

The following are the topics and sub-topics of the courses in British and Canadian History for the Lower School:

Canadian History

The Indians: the chief tribes.

Early discoveries: the Cabots, Cartier.

The career of Champlain, 1603-35, chief events.

The Jesuit Missions.

The Heroes of the Long Sault.

Establishment of Royal Government under Laval, Courcelle, Talon.

Chief events in the career of Frontenac in Canada.

Explorations: Founding of the Hudson's Bay Co.; Radisson; Marquette and Joliet; La Salle: Vérendrye and his sons.

Social conditions during the French Period, as outlined, for example, in the Public School History of Canada.

The Seven Years' War: Preparations, chief events, results, Wolfe and Montcalm.

Establishment of British Rule: Military Government, Establishment of Civil Government (the terms of the Proclamation not required).

The Quebec Act: reasons for passing the Act, terms.

The American Revolutionary War: Causes. Attack on Canada, Independence of the United States. Attitude of French Canadians.

The United Empire Loyalists.

The Constitutional Act: reasons for passing the Act, terms.

Simcoe, First Provincial Parliaments at Newark and York.

The English Fur Companies, 1783-1861 (very briefly), rivalry in trade, founding of the Selkirk Settlement, attempts to destroy the Settlement, Union of the Companies, results of Simpson's administration.

Explorations: Hearne, Mackenzie, and Fraser.

War of 1812-14.

The struggle for Responsible Government (very briefly). The object is simply to make plain the meaning of the term "Responsible Government," the causes of the struggle, the demands of the Reformers, and the characters and views of such men as Bishop Strachan, Sir Francis Bond-Head, Hon. Chief Justice Robinson, MacKenzie, Papineau, and Joseph Howe.

Rebellion of 1837.

Report of Lord Durham and the Union Act.

The Triumph of Responsible Government, 1841-49 (very briefly); Baldwin, Lafontaine, Elgin.

Municipal Corporation Act; Reciprocity Treaty; Abolition of Seigniorial Tenure; Secularization of the Clergy Reserves.

Confederation: causes, Charlottetown and Quebec Conferences, Fathers of Confederation, Terms of the British North America Act.

The Purchase of Rupert's Land; the Red River Rebellion.

The Addition or Creation of New Provinces, 1870-1905.

The work of Ryerson.

The building of the Intercolonial and Canadian Pacific Railway (very briefly).

The Saskatchewan Rebellion (in very brief outline).

The administrations of Sir John Macdonald and Alexander Mackenzie.

The Rush-Bagot Treaty, the Washington Treaty, and very briefly the chief boundary disputes between Canada and the United States.

Names of Premiers of the Dominion of Canada and of Ontario.

Growing unity of the British Empire as shown by the Colonial and Imperial Conferences, Imperial Penny Postage, Canada's participation in the Boer War, etc.

Government in Canada: Dominion, Provincial, Municipal.

Social and industrial conditions under British Rule.

British History

The Early Britons.

The Roman Occupation.

The Saxon Period: Saxon Conquest, England Christianized, Caedmon, Bede, Alfred, Danish invasions, the unification of England, Saxon Government and customs.

The Normans, 1066-1154.

William the Conqueror: Government, Feudal System.

William Rufus, Henry I, Stephen: These sovereigns are to be treated as mere connecting links.

The Angevins or Plantagenets, 1154-1399.

Henry II: Possessions, reforms, trouble with Becket (very briefly), conquest of Ireland.

Richard I: as King, as Crusader; effects of the Crusades.

John: Struggle with the Church; Struggle with the Barons; Magna Charta: principal terms.

Henry III: Revolt of Simon de Montfort.

Edward I
" II
" III
Richard II

Model Parliament, conquest of Wales, attempt to conquer Scotland, Hundred Years' War, Peasants' Revolt, Wycliffe, Chaucer.

The Houses of Lancaster and York, 1399-1485.

Henry IV
" V
" VI
Edward IV
Richard III

Growth and decline of power of Parliament, Hundred Years' War, Wars of the Roses (causes and results only).

Very brief review of social, industrial and religious conditions of the Middle Ages as outlined, for example, in the Public School History of England: Language p. 50; Literature p. 47-8, 60, 78-9, 108; Printing p. 108; Crusades p. 42-3; Chivalry p. 62-4; Guilds p. 94; Conditions under which people lived p. 93-4; Monks and Friars p. 72; Lollards p. 91, 98; Commerce and Exploration p. 116.

The Tudors, 1485-1603.

Henry VII: Establishment of the absolute power of the King.

Henry VIII: Renaissance, Wolsey, separation between the English Church and Rome.

Edward VI: Growth and influence of Protestantism in the English Church

Mary I: Authority of the Pope restored.

Elizabeth: The English Church under the headship of the Sovereign fully established; danger of attack from France, Spain, and Scotland; Mary Stuart; English Seamen; the Armada: Parliament begins to assert itself; material and social progress (very briefly); literature (very briefly).

The Stuarts, 1603-1714.

James I: Union of English and Scottish thrones; Theory of Divine Right; trouble with Parliament; war with Spain; Founding of first American Colonies.

Charles I: Trouble with Parliament; Absolute rule by the help of Strafford and Laud; Petition of Right; Long Parliament; civil wars; execution of Charles.

The Commonwealth: Conquest of Ireland and Scotland; Cromwell as Lord Protector; Recall of the Stuarts.

Charles II: Persecution of Dissenters: intrigues with Louis XIV and war with Holland; Declaration of Indulgence; Test Act: Habeas Corpus Act.

James II: Arbitrary Rule; Revolution of 1688.

William III, Mary II: Bill of Rights; Beginning of Party Government; War in Scotland, in Ireland, with France: Act of Settlement.

Anne: Union of England and Scotland: War of Spanish Succession: social progress and customs; chief writers of the Stuart period.

The Hanoverians, 1714 to the present.

George I: Increase of the power of the Cabinet; Walpole; Stuart Rising 1715.

George II: War of the Austrian Succession; Stuart Rising in 1745; The Methodist Movement; Seven Years' War: causes, chief events, results.

George III: Treaty of Paris; John Wilkes; American Revolution; Grattan's Parliament; the Younger Pitt; British Rule in India; prison reform; Progress in industry; struggle with Napoleon; Union of Great Britain and Ireland; literature (very briefly).

George IV, William IV: Social unrest; Reforms: Catholic Relief Bill, Reform Bill of 1832, Abolition of Slavery, Factory Act of 1833, Poor Law Amendment, 1834; Railways.

Victoria: Penny Postage; Chartist Agitation; Repeal of the Corn Laws; Crimean War; Indian Mutiny; Reform Bills of 1867 and 1884; occupation of Egypt; Boer War; great Parliamentary leaders, such as Peel, Palmerston, Disraeli, Gladstone; Irish reforms and Home Rule; material and social progress; literature.

Edward VII: Relations with foreign powers; growth and government of the British Empire; the Imperial Parliament.

II. UPPER SCHOOL

History

The following are the topics and sub-topics of the course in History:

First Course

Outlines of Mediaeval History from the Barbarian Invasions to the Discovery of America:

The Roman Empire: Its extent and mode of Government; the causes of its decline.

The Rise of Christianity within the Empire: its relations with the Government.

The Barbarian Invasions: the chief tribes and their migrations; the most conspicuous names (Attila, Alaric, Odoacer, Clovis, Theodoric) and dates; the results.

The growth of the Church: the Bishop of Rome; his position in the church and in Italy; his relation to the Empire and to foreign powers; the work of Gregory the Great; the rise of monasticism; the rule of St. Benedict; the conversion of the Germans.

The Empire of Charles the Great: its rise and extent; his methods of administration; his interests in education and building; his religious and political aims; causes of disruption of his empire.

The growth of Feudalism: its origin; a typical feudal estate and the relations of its members to one another; causes of its decay.

The rise of Royal power in France: the expansion of the Norman race: Philip Augustus; St. Louis.

The German Kings and the Empire; Henry III. Henry IV; Frederick Barbarossa, Frederick II: struggles with the Popes; causes of the decay of the Empire.

The position of the church in Mediæval Society and political life; its organization; the investiture struggle; the jurisdiction of its courts; the monks and the friars: Gregory VII; Innocent III.

The Crusades: causes leading to them; events of the first crusade; effects of the crusades on Europe.

Social life in the Middle ages: daily life on a feudal estate; rise of the towns; commerce of the Italian cities and the Hanseatic League; rise of the Universities, state of learning and means of education.

Study in Greater Detail of the Period from the Discovery of America to the Death of Elizabeth. 1492-1603.

The Renaissance.

Voyages of discovery and exploration.

Europe at the beginning of the 16th century; conditions in England, Germany, Spain, the Netherlands, previous to the Reformation.

The growth of the royal power and the rise of the modern nations.

The Protestant Revolt; the Catholic Reformation; Charles V and Philip II; France during the religious struggles; the Revolt of the Netherlands.

The Elizabethan Period in literature. (See Green, Short History of the English People, Chap. VII., s. 7.)

Second Course

Outlines of Modern History from the Death of Elizabeth to the Treaty of Paris. 1603-1763:

The Thirty Years' War: its causes; the position of Austria and of France; the career of Gustavus Adolphus; the peace of Westphalia; effects of the war.

The struggle for the supremacy of Parliament in England. France under Louis XIV. The rise of Russia and Prussia. The Seven Years' War, 1756-1763.

Study of Modern History in Greater Detail from the Treaty of Paris to 1885:

The American Revolution.

The French Revolution; its causes, main events and leading figures.

The rise of Napoleon; the Napoleonic Empire; the uprising of the nations against Napoleon.

Europe in 1815; the period of repression under Metternich.

The growth of the democratic spirit in government, as illustrated by the revolutions of 1830 and 1848.

The unification of Italy and of Germany.

The Industrial Revolution; modern inventions; world commerce.

Modern colonial expansion and emigration; the growth of the British Empire.

The Eastern question (Turkey in Europe); the Congress of Berlin and the balance of power in Europe.

APPENDIX C

Geometry

Following are the topics of the courses in Geometry:

I. LOWER SCHOOL

A—Constructions

To Construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilineal angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

To find the locus of a point equidistant from two given lines.

To find the locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

B.—Theorems

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of a triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal, respectively, to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, prove the relations between the angles formed, with converses.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

II. MIDDLE SCHOOL

A—Constructions

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle to cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres of circles touching two given straight lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of given shape and size.

B—Theorems

Parallelograms on the same base, or on equal bases, and between the same parallels, are equal.

Triangles on the same base, or on equal bases, and between the same parallels are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Find expressions for area of a parallelogram, and area of a triangle.

The complements of the parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides + twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and a chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angles in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle: in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius at the point of contact; only one tangent can be drawn at a given point; the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres passes through the point of contact.

The angles which a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If OA. OB=OC^2, OC is a tangent to the circle through A, B, and C.

Triangles of the same altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with converse.

If the vertical angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If two triangles have an angle in each equal, and the sides about two other angles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from the right-angle of a right-angled triangle on the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure on the first is to the similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

NOTE.—In the formal deductive geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

III. UPPER SCHOOL

A

Exercises on the course prescribed for the Middle School, with special reference to the following topics—loci; maxima and minima; the system of inscribed, escribed and circumscribed circles of a triangle with metrical relations; radical axis.

B—Synthetic Geometry

The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilineal figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If A B C be a triangle, and A be joined to a point P of the base such that B P: P C = m: n, then n A B^2 + m A C^2 = (m + n) A P^2 + n B P^2 + m P C^2.

In a right-angled triangle the rectilineal figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides B C, C A, A B, of a triangle A B C in D, E, F respectively, then B D. C E. A F = D C. E A. F B, and conversely, (Menelaus' Theorem.)

If straight lines through the angular points A, B, C of a triangle are concurrent, and intersect the opposite sides in D, E, F respectively, then B D. C E. A F=D C. E A. F B, and conversely. (Ceva's Theorem.)

If a point A lie on the polar of a point B with respect to a circle, then B lies on polar of A.

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

C—Elementary Analytical Geometry.

Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates,—origin changed, or axes (rectangular) turned through a given angle.

$$\pm 2A = x_1(y_2 - y_3) + \ldots . + \ldots .$$

Co-ordinates of point dividing line joining $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$, in ratio $m : n$ are

$$x = \frac{mx_2 + nx_1}{m+n}, \quad y = \frac{my_2 + ny_1}{m+n}.$$

$$(P_1P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2.$$

Equations of straight lines.

$$\left.\begin{aligned} &\frac{x - x_1}{x_1 - x_2} = \frac{y - y_1}{y_1 - y_2}. \\ &\frac{x}{a} + \frac{y}{b} = 1. \end{aligned}\right\} \text{Line defined by two points through which it passes.}$$

$$\left.\begin{aligned} &\frac{x - a}{\cos\theta} = \frac{y - b}{\sin\theta} = r. \\ &y = mx + b. \\ &y = m(x - a). \\ &x\cos a + y\sin a = p. \end{aligned}\right\} \text{Line defined by one point through which it passes, and by its direction.}$$

General equation of 1st degree, $Ax + By + C = 0$, represents a straight line.

Any line through (x_1, y_1) is

$$A(x - x_1) + B(y - y_1) = 0.$$

If θ be angle between $Ax + By + C = 0$ and $A'x + B'y + C' = 0$, then

$$\tan \theta = \frac{A'B - AB'}{AA' + BB'}.$$

Condition of $\perp$ rity, $AA' + BB' = 0$.

Condition of $\parallel$ ism, $\frac{A}{A'} = \frac{B}{B'}$.

Distance from (a, b) to $Ax + By + C = 0$ in direction whose direction cosines are (l, m), is

$$-\frac{Aa + Bb + C}{Al + Bm}.$$

$\perp$r distance from (a, b) on $Ax + By + C = 0$,

$$\pm\frac{Aa + Bb + C}{\sqrt{A^2 + B^2}}.$$

The Circle—

Equations in forms:

$$x^2 + y^2 = r^2.$$
$$(x - a)^2 + (y - b)^2 = r^2.$$
$$y^2 = 2rx - x^2.$$

General equation: $x^2 + y^2 + 2Ax + 2By + C = 0$

or $(x + A)^2 + (y + B)^2 = A^2 + B^2 - C$

represents a circle with centre $(-A, -B)$ and radius $\sqrt{A^2 + B^2 - C}$.

Tangent at (x', y') to $x^2 + y^2 = r^2$ is $xx' + yy' = r^2$.

Normal is $\frac{x}{x'} = \frac{y}{y'}$.

Tangent in form $y = mx \pm r\sqrt{1 + m^2}$.

Pole being (x', y'), polar is $xx' + yy' = r^2$.

If pole move along a line, polar turns about pole of that line.

Square of tangent from (x', y') to $x^2 + y^2 + 2Ax + 2By + C = 0$ is $x'^2 + y'^2 + 2Ax' + 2By' + C$.

Radical axis of $x^2 + y^2 + 2Ax + 2By + C = 0$,
$x^2 + y^2 + 2A'x + 2B'y + C' = 0$.

Easy exercises on the preceding propositions.

APPENDIX D

Elementary Science

ZOOLOGY

The General Scope of the Work in Zoology is as follows:

Indoor Study of Living Animals: The teacher's immediate responsibility lies in the laboratory work which embodies simple morphological studies of common forms, representing the chief animal types. These studies must, wherever possible, be supplemented or preceded by observation on living specimens. For this purpose, provision will be needed for suitable aquaria and vivaria, where the moving, breathing, and feeding of the living animals may be within ready view of the pupils. Moreover, these morphological studies are not to end in the study of form; behind the observation of the form there must be a constant effort to interpret the meaning of the form, to show the relation of form and function.

Charts and models are not to be substituted for actual specimens.

Outdoor work, which will of necessity vary with the locality, must be carried on to a very large extent without the teacher's direct supervision. But the teacher should encourage and direct the pupils, devoting a fair portion of the time of the class to discussions and reports on their independent work. Arrangements should be made for field excursions on suitable occasions.

School Museum: For progress in the natural history side of the subject, the equipment detailed on pp. 63-65 should be provided. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material.

First Year

September and October

Invertebrates.—Class study of a grasshopper, a spider, a centipede.

Comparison of a grasshopper with a cricket or cockroach, leading to the recognition of the order Orthoptera.

Study of a butterfly and a house-fly with observations on their habits and habitats; feeding and development of a butterfly.

Vertebrates.—Birds: Study of the external characteristics of a domestic fowl, pigeon or other common bird; instructions regarding the protection of birds by law. Comparison of the bills and feet of different types of the birds of Ontario.

For Winter: Observation of the Winter birds, their feeding habits, their dangers and modes of protection.

April, May and June

Invertebrates.—Class study of the fresh water clam and the earth-worm.

Observations on the mosquito, the prevalence of its larvae in wet places and their destruction by kerosene.

Vertebrates.—Fishes: Study of the external characteristics of a common fish. Structure of the gills and the manner of breathing.

Amphibians: Study of the external characters of a common frog; of its development from the egg. Economic importance of frogs and toads. Feeding habits of a common fish, frog, or toad.

Migration of birds. Identification of twelve common birds; sufficient description for this purpose to be recorded.

A collection of insects to be made in the first year.

Second Year

September and October

Invertebrates.—Study of the life-history, habits, and methods of feeding of six beneficial or injurious insects (some of each); methods of combating the attacks of the injurious forms.

Vertebrates.—Mammals: study of the external characteristics of a cat, dog, or rabbit; chief characters of the skeleton of a mammal, such as a cat. Recognition of the common wild mammals of the locality, and observations on their habits, including Winter habits.

April, May and June

Invertebrates.—Class study of the external characters of a crayfish and a wood louse (Oniscus).

Vertebrates.—Reptiles: Study of the external characters of a snake and a turtle, and observations on the habits and feeding of these animals.

Continuation of the observations on the life and habits of birds and other animals studied.

General review of the whole course including an outline of classification as shown by the animals studied.

BOTANY

Remarks similar to those introducing the course in Zoology will apply also to the work in Botany. In particular, it is urged upon the instructor that he should constantly stimulate the effort to interpret the meaning of the forms under observation—to discover where possible the relation between form and function.

First Year

September and October

The Plant as a whole.—A detailed study of some common plant such as a petunia or a buttercup, taking up the structure of all the parts in succession; the study of additional plants as a basis for the classification of roots, stems, foliage-leaves and inflorescence; the study to be such as can be carried on with the aid of an ordinary lens.

Roots.—Varieties of form. *Stems.*—Varieties of form; erect, prostrate, climbing, twining, subterranean, aquatic. Stem-structure in dicotyledons and monocotyledons. *Foliage-leaves.*—General structure, veining, margin, form and arrangement in relation to sunlight and shedding of rain. *Inflorescence.*—Varieties of axial and terminal types.

Fruits.—Structure and classification of the simpler fruits such as a pea or bean, shepherd's purse, poppy, apple, tomato, grape, plum, corn and maple; adaptation for the dispersal of seeds.

Preparation for Winter.—Storage of reserve food in root, stem, leaf and seed; study of winter buds, their arrangement, structure and means of protection; the fall of the leaf and fruit; interpretation of leaf and scale scars on trees and shrubs.

April, May and June

Seeds.—Practical study of some of the common seeds such as the pea, bean, morning glory, representing dicotyledons; corn, wheat, representing monocotyledons; pine or spruce, representing gymnosperms; form, markings, parts and their functions, position of stored food.

Germination of seeds.—Simple experiments to illustrate the more important phenomena and requirements of germination and growth, e.g., need of air, warmth and moisture; evolution of carbon dioxide; how and to what extent water is absorbed; root-hairs; root-cap; region of growth in root.

Spring Fowering Plants.—Plant description and identification by means of a flora begun; relation of flower-structure to mode of pollination; meaning and significance of cross-pollination; structure and expanding of winter buds; adaptation of stem-form to habit; spines, prickles, tendrils. their forms and uses; foliage-leaves, as in the autumn work of the first year.

Second Year

September and October

Composites.—Study of the inflorescence and flower-structure of typical composites, such as dandelion, burdock and ox-eye daisy.

Weeds.—Recognition of common forms; how they spread, and how they may be controlled.

Fungi.—Recognition and mode of life of mushroom, puff-ball, polypore as saprophytic forms; and apple scab, lilac mildew, wheat rust, black knot or other common type, as a parasitic form.

Physiological Experiments: *Roots.*—Simple experiments to illustrate root functions, e.g., absorption by osmosis, growth towards moisture. *Soils*: The presence of soluble and insoluble materials in soils; simple experiments in illustration. *Stems*: Simple experiments to illustrate stem-function, e.g., conduction of cell-sap, heliotropism, rotation of the end of the stem in twiners and climbers. *Foliage-leaves*: Simple experiments to illustrate leaf-functions, e.g., transpiration, manufacture of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by green water plants, exhalation of carbon dioxide.

April, May and June

Trees.—Mode of branching and identification by leaves, bark and wood of Maple, Willow or Oak, a Conifer, Apple, and Plum or Cherry.

Description and identification of twelve different species of flowering plants, representing at least six different orders and including both monocotyledons and dicotyledons.

Ferns.—General structure and habits of a common fern.

Review.—General review and comparison of the characteristics of the larger groups of plants taken up in the course, summarizing and classifying.

A collection of plants to be made in the second year; also a collection of ten economic woods.

The collection of plants shall include carefully selected and prepared specimens of the species chosen for identification as required above.

PHYSICS

First Year

November to April

Introductory.—Measurement in Metrical and English units of length, area, volume, and mass; structure and use of the Balance; The Three States of Matter, defined and explained.

Mechanics.—The principle of the mechanical powers; some of their more important simple applications.

Hydrostatics.—Pascal's Law, statement and verification, some of its more important applications; pressure of liquids in its relation to direction, depth, density of liquid, area pressed, and the shape of containing vessel; Archimedes' principle; specific gravity; common methods of finding specific gravities of solids and liquids.

Pneumatics.—Study of the properties of a gas as exhibited in air as a type; proof that air has weight, occupies space, and exerts pressure; construction of the barometer; the relation between the volume and pressure of a gas; proof of Boyle's Law; practical application of air pressure; air-pump, common pump, syphon, the principle of air-brakes, air-tools.

Second Year

November to April

Heat.—Nature and source of heat; experiments to illustrate the expansion of solids, liquids, and gases by heat; some practical applications of the principle of expansion; the anomalous expansion of water, its significance; meaning of temperature as compared with quantity of heat; graduation of the mercury thermometer in the Centigrade and the Fahrenheit scale; meaning of latent heat, applications; experimental demonstration of the transmutation of heat into mechanical energy.

Sound.—Nature and propagation of sound; pitch of sound; consonance and resonance; reflection of sound echoes.

Light.—Nature and propagation of light; simple experiments illustrating the reflection and refraction of light; dispersion of light; colour of bodies.

Magnetism and Electricity.—Magnets; laws of magnetic attraction and repulsion; polarity; magnetic induction; terrestrial magnetism; construction of simple voltaic cell; decomposition of water by electricity; electro-magnet; electric bell; telegraph; heating and lighting effects of the current.

NOTE.—In both Physics and Chemistry, practice in the preparation and manipulation of apparatus should form part of the course. Where practicable, the course should also include simple operations in glass-blowing and lathe work, and in hard and soft soldering.

CHEMISTRY

Second Year

March

Air.—Its constituents; combustion in air, and resulting changes; detection of carbon dioxide and water vapour in air; rusting of a metal such as iron in the air, and how its affects the air.

Water.—Decomposition of, into its elements; the obtaining of pure water, and how it differs from ordinary water.

Carbon.—Its presence in plant and animal substances; combustion of carbon, and limewater test for carbon dioxide.

APPENDIX E

Model Seasonal Course in Art

The following is to be taken not as a detailed prescription of the Lower School course in Art, but rather as a guide to the inexperienced teacher as to source material, and a natural sequence of exercises. In order to adapt the lessons to the available materials for study, nature drawing and colour study should be combined in spring and autumn. The winter months lend themselves more readily to the study of the principles of perspective, object drawing, and design. Memory drawing should follow the study of different objects throughout the course.

Not all the details of this course are compulsory. Neither is the list of subjects intended to be exhaustive. Enough, however, has been suggested to allow a choice to be made.

FIRST YEAR

September and October

The first lesson should deal with (*a*) the necessary materials, (*b*) their care, (*c*) the proposed method of orderly procedure.

Study of a freehand alphabet to be used in lettering drawings.

Brush drawings in black ink or black paint of grasses (in head), bulrushes, milkweed (pods and stems), clover, daisies, golden-rod or teazel.

Brush drawings in two or more tones of one colour of a spray of leaves, of an apple spray with fruit and leaves, of onions with sprouts, or of poppy heads and stems.

Brush washes, for backgrounds, in appropriate tints of low intensity, (1) plain, (2) graded; painting upon these a spray of some simple autumn flower, such as the daisy, clover, golden-rod, etc.

Drawing in pencil, or painting in colour a simple Autumn landscape composition.

Picture study based on any two of the following.

The Gleaners, by Millet. The Gleaner, by Jules Breton.
Æsop, by Velasquez. The Last Supper, by Da Vinci.
Portrait of George Gisze, by Holbein.

November and December

Drawing the simpler type objects alone and in groups of two or three. Type objects in skeleton form should be used for the study of perspective; the solid objects for light and shade and composition.

Drawing in freehand perspective of the interior or part of the interior of the school room.

Lettering, in black ink, a motto, or a book title, well placed.

Applied design; one of the following:—

A Thanksgiving Programme, a Menu Cover, a Christmas Book Cover, a Christmas Card, a Calendar for the New Year, a Sofa Cushion Cover.

Picture study based on any two of the following:—

The Sistine Madonna, by Raphael. Moses, by Michelangelo.
Mother and Child, by Brush. The Fog Warning, by Homer.
The Light of the World, by Holman Hunt.

January, February and March

Drawing in pencil any two of the following, in light and shade, and with appropriate background:

A chalk-box with lid partly drawn, a group of books, a group of pottery, a group of garden implements or utensils.

Drawing in pencil some of the trees of Winter, such as the poplar, pine, apple, oak, maple, cedar, elm, etc.

Figure drawing: (*a*) Boys in turn posing before the class to represent:
The batter, pitcher, or catcher in baseball.
The young fisherman or the boy scout.
(*b*) Girls in turn posing before the class to represent:
Skipping, serving at tennis, sewing, or reading, etc.
Painting a simple Winter landscape from a description given by the teacher.

Making a drawing to illustrate one of the following:

(1) "Far off, three mountain tops,
Three silent pinnacles of aged snow,
Stood sunset flushed."

(2) "Walk now among the forest trees,
Saidst thou that they were stripped and bare!
Each heavy bough is bending down
With snowy leaves and flowers, the crown
Which Winter regally doth wear."

Picture study based on any two of the following:—

The Armada in Sight, by Seymour Lucas. The Syndics, by Rembrandt.
Shoeing the Bay Mare, by Landseer. The Blue Boy, by Gainsborough.
1814, by Meissonier.

April, May and June

Painting trees in leaf, preferably those drawn in Winter (alone or in groups with a simple background of fence or hillside, etc.).

Painting some of the following:

Pussy-willows, catkins, violets, Spring-beauties, periwinkles, Jack-in-the-pulpit, dog tooth violets, hepatica plant, plant of pansies.

Painting a simple Spring landscape composition.

Making a pencil drawing or a water-colour sketch to illustrate one of the following:

(1) "Upon a pasture hill a pine tree stands,
And in the air holds up its slender hands."

(2) "We're going fishing in the creek
With bran new hook and line."

(3) "We're going hunting in the woods,
O, holidays are fine!"

(4) "Break, break, break,
At the foot of thy crags, O Sea!"

(5) "The Summer Sun is sinking low;
Only the tree-tops redden and glow;
Only the weather-cock on the spire
Of the neighbouring church is a flame of fire;
All is in shadow below."

Design for a portfolio cover for the year's work (with motif conventionalized from some flower, leaf, insect, or other natural object drawn during the year).

Picture study based on any two of the following:

Spring, by Mauve.
The Sower, by Millet.
Spring, by Daubigny.
The Escaped Cow, by Jules Dupré.
Children of Charles I., by Van Dyck.

SECOND YEAR

September and October

Drawing and painting a selection from the following:

Sprays of the closed blue gentian.
Rose leaves and hips.
Clumps of mushrooms or fungi.
Nasturtium leaves and flowers.
The wild carrot in flower.
A basket of apples.
A group of vegetables.
Sprays of sweet peas.
Autumn leaves.
Mullein stalks, leaves and seed.
The golden-rod.
The purple aster.
A box of onions.
A group of fruits.

Painting an Autumn landscape of local interest, such as—

"The pasture field bars" (shaded by a tree).
"On the edge of the forest."
"An Autumn hillside."
"A fence corner aglow with autumn flowers."

Making a pencil sketch to illustrate one of the following.

(1) Milking time.
(2) The old swimming hole.
(3) "I saw her singing at her work,
And o'er the sickle bending."
(4) "Now by the brook the maple leans,
With all his glory spread,
And all the sumachs on the hills
Have turned their green to red."

Picture study based on any two of the following:

The Laughing Cavalier, by Franz Hals.
The Frugal Meal, by Israels.
Captive Andromache, by Leighton.
Landscape with Windmill, by Ruysdael.
The Coming Storm, by George Innes.

November and December

Making a well composed group of any one of the following; and expressing in a suitable medium:

Several kitchen utensils.

Two or three pieces of coloured pottery.

A hat, coat, chair, and satchel.

A candlestick or vase with a magazine or book.

Making a stencil design for a wall-paper border, or a design for a table centrepiece with motif conventionalized from some natural form drawn during the autumn.

Lettering; using the Roman, Lombardic, Monastic, or the Old English Text, design a Christmas Card.

Picture study based on any two of the following:

The Holy Night, by Correggio. The Holy Family, by Murillo.

The Finding of Christ in the Temple, by Holman Hunt.

In the Temple with the Doctors, by Hofmann.

Portrait of the Painter's Mother, by Whistler.

January, February and March

Making a decorative composition in colour from drawings made in the autumn.

The principles of perspective applied in the drawing of

(*a*) A housetop, or

(*b*) A view along the street, or

(*c*) A pier and line light-house.

Figure drawing; any one of the following groups:

Two members of the class posing together to illustrate a tug of war, a game of marbles, batter and catcher, having a chat, etc.

Making a pencil or water colour sketch to illustrate one of the following:

(1) "There, by the sheepfold, sometimes was he seen,
Sitting alone, or with his faithful dog,
Then old, beside him, lying at his feet."

(2) "This little bay, a quiet road
That holds in shelter thy abode."

Picture study based on any two of the following:

Ulysses Deriding Polyphemus, by Turner.

Napoleon on Board the Bellerophon, by Orchardson.

The Age of Innocence, by Reynolds.

The Boyhood of Raleigh, by Millais.

Return to the Farm, by Troyon.

April, May and June

Making two sketches of daffodils, one in pencil, another in water colours.

Painting in water colours any of the following:

A spray of apple blossoms.

A spray of cherry blossoms.

A spray of wild rose blossoms.

Out-of-doors pencil sketching of any of the following:

A hen coop with hen and chickens with a background of fence and shrubbery.
A dog kennel and dog, shaded by a maple tree.
A man ploughing in a field.
A boy fishing from a boat or pier.

Illustrate any of the following:

(1) "The Sun set long, long ago against the pearly sky,
Elm branches lift their etching up in arches slight and high."
(2) "The noisy geese that gabbled o'er the pool."
(3) "Where the quiet-coloured end of evening smiles
Miles and miles
On the solitary pastures where our sheep
Half-asleep
Tinkle homeward thro' the twilight."

Designing a portfolio cover for the year's art work with a motif conventionalized from daffodil, apple blossom, the wild rose, or any other flower.

Picture study based on any two of the following:
The Cornfield, by Constable. Paysage, by Corot.
The Forest of Fontainbleau, by Rousseau.
A Reading from Homer, by Alma-Tadema.
The Road to Camelot, by Boughton.

APPENDIX F

Manual Training

The following are the topics and sub-topics of the courses in Manual Training of the Lower School: for the Regulations, see Circular 3:

FIRST YEAR

Drawing.—Simple plans and elevations. Correct use of drawing board, T-square, triangles and compasses. Construction of the common geometrical figures. Simple lettering and figuring. Working drawings of objects made, either full size or to scale.

Wood Work.—Growth, structure, and identification of the woods used in the manufactures of the locality. Warping, twisting, checking; how caused and counteracted. Making of simple objects according to drawings previously prepared. Proper use of nails, screws, and glue. Use of simple joints in articles made; for example, end half lap, centre half lap, mitre, housing. Use and mechanical construction of common woodworking tools as exemplified in the making of a series of useful objects. Construction of simple school apparatus.

At least every alternate piece of work shall be kept for inspection.

SECOND YEAR

Drawing.—Elementary orthographic and isometric projection. Simple sections. More advanced geometrical drawing. Freehand dimensioned sketches. Inking, tracing, lettering, and blue printing. Working drawings of objects made.

Wood Work.—Growth, structure, and identification of the woods used in the locality. Tool sharpening. Common joints used in various kinds of wood work —scarfing, simple dovetail, mortise and tenon, tongue and grooved joint—their use in making objects such as boxes, drawers, tables, book-cases, etc. Fastenings with dowels, pins, cleats, wedges, etc. Calculations from drawings and specifications of lumber required for articles made and cost.

At least every alternate piece of work shall be kept for inspection.

Various methods of finishing, as staining, fuming, filling, shellacing, oiling.

Wood Turning.—Explanation of the lathe, its action, speed, parts, care, and use. The gouge, correct position, turning rough cylinder. The skew chisel; reason for grinding both sides and at an angle. Concave surfaces with skew chisel. Irregular curves and spindle work. V grooves, beads and hollows. The introduction of hard wood and sand paper; exercises in turning handles. Face plate turning, chuck work, boxes with covers, powder box, napkin ring, goblet, etc.

Every piece of work shall be kept for inspection.

Forging.—The forge, the fire, the heat, the height of anvil, and its position.

The ordinary tools, how to use and care for them. Hammer, sledge, chisel, fuller, and swage. Drawing, forming, upsetting, bending, and twisting iron, stamping and forge-blacking the finished piece, exercises of simple design and construction, gate hook, turning eye and hook. Scarfing, bending, and welding.

Every piece of work shall be kept for inspection.

Machine Shop Practice.—Simple ornamental work in brass, copper, and iron. The making of simple objects such as watch fobs, paper knives, blotter corners, trays, bowls, etc.

Simple chipping and filing. Use of measuring and marking tools; soldering and brazing.

An elementary study of the engine lathe: its parts, adjustment and working. Proper tool angles and cutting speeds and feeds. The exercises taken should, where possible, involve completed objects.

Every piece of work shall be kept for inspection.

APPENDIX G

Household Science

The following are the topics and sub-topics of the course in Household Science for the Lower School; for the Regulations, see Circular 3:

FIRST YEAR

The extent of the review of the course of Form IV and the length of time spent on it must be determined by the work previously taken by the pupils, but the following should be assured.

Cleaning.—Best methods of cleaning dishes, dish-towels, sinks, wooden surfaces, steel, nickel, silver, aluminum.

Cookery.—Construction and care of a practical stove.

Practice in cooking milk, eggs, meat or fish, fruit, vegetables, cereals.

Principles involved in flour mixtures.

Principles involved in the preservation of food.

Foods.—Food elements in milk, eggs, meat or fish, fruit, vegetables, seeds.

Planning simple home meals.

The House.—This subject is taken more to form new bases of thought than to give definite knowledge. It is intended that two or three lessons shall, in a very general way, cover the following points:

Site (soil, sun exposure, environment).

Plan (material, number, size and relative position of rooms).

Lighting (candles, coal-oil, gas, electricity, considered from standpoints of lighting-power, heat, vitiation of air, care and cost).

Heating (fire-places, stoves, hot-air and hot-water furnaces considered and compared).

Ventilating (sources of house-air impurities, purpose of ventilation, simple home methods).

Sanitation (principles involved in the sanitary care of the house and premises).

Furnishing (material, form, colour, care required when in use).

Home Nursing.—Review of the course for Form IV of the Public Schools.

The course may be extended if time permit.

NOTE.—Where no equipment is provided a doll's bed may serve.

Laundry Work.—Necessary materials (water, alkalies, soap, blueing, starch), and the action of each.

Processes in the washing of white clothes, coloured clothes, woollens.

NOTE.—The above subjects are intended to be taught simply (not technically). In schools where there is no laundry equipment, the order of work may be developed in class and the practice carried out at home.

Sewing.—Review and extension of the course of Form IV, as far as the condition of the pupil's knowledge necessitates, using finer materials.

Household linen: making towels and sheets, heming table-cloths.

Underclothes, a simple dress or kimona or shirt-waist (machine or hand made). Use of the machine optional.

SECOND YEAR

Cookery, Foods.—Review of the First Year course and its extension to more advanced cookery.

NOTE.—In the advanced cookery, the dishes should be chosen according to the demands of the home life of the pupils.

Marketing.—Seasons for domestic and well-known imported foods.

Current prices of food, with practice in buying.

NOTE.—If possible, markets and shops should be visited, and pupils given the responsibility of buying home and school supplies.

Entertaining.—Writing invitations and replies.

Planning and preparing for guests.

Duties of hostess and guests.

NOTE.—In school, one theoretical and one practical lesson will be sufficient for this. Additional practice may be obtained in entertaining at home.

Household Accounts.—Systematic spending of the income.

Keeping account of household expenses.

Sewing.—Advanced stitches applied to small garments.

Hemmed patch, fine mending.

Instruction in the use of patterns.

Cutting out and making simple garments.

Threading, running, oiling and cleaning of sewing machines; use of attachments optional.

APPENDIX H

Agriculture and Horticulture

The following are the Regulations and courses of study for Agriculture and Horticulture:

I. LOWER SCHOOL

Regulations

1. (1) Schools intending to undertake for the first time or to continue the work in Agriculture and Horticulture and thus qualify for the entire annual grants, shall notify the Deputy Minister at as early a date as possible before December 31st. This notice shall be signed by the Chairman of the Board as well as the Principal.

(2) (*a*) The work shall not be undertaken unless there are at least six pupils in regular attendance in the class of each year.

NOTE.—While only six pupils are required in order to commence the work, it is very desirable that as many as possible of the pupils of the classes concerned should take it up. Principals and Boards of Trustees are urged to use their influence to this end, particularly in the case of pupils who might profitably take up the work.

(*b*) The instruction shall be given by a science teacher who holds the degree of B.Sc. (Agr.) or an Intermediate certificate in Agriculture, or by the District or Assistant District Agricultural Representative.

(3) The time allotted to the work shall amount to at least two hours a week during the year for the class of each year in the Lower School, under the personal supervision of and instruction by the teacher; a definite time must be allotted for the work of instruction, satisfactory to the Director. Under the conditions prescribed in Regulation 11 (1) (a), any time taken for the instruction of the classes before or after the regular school hours or on Saturdays may be counted.

(4) It is not necessary that the pupil should carry on the practical work at his own home. In some cases he may arrange to undertake some line of work in a neighbour's field or garden, for which he may accept payment; or he may carry out the work in one of the experimental plots at the school. Neither is it necessary that the pupil should perform all the work alone; but where labour is hired or assistance given, this should be duly acknowledged in the records and considered in calculations.

(5) The work to be undertaken by the pupils as home projects should be considered and selected early in the course so that there may be sufficient time for reading up on the subject and maturing plans. In assisting a pupil to select a project, his age and home interests should all be considered. The aim should be to choose some project which can in all probability be carried through successfully. The pupils in each class should be restricted to a limited number of undertakings and groups of pupils should work at some common projects. The work may be carried out through the organization of a *School Progress Club*, in which case the number of projects will be best limited to a very few. A large number of projects has been outlined in Circular 13 (1), but only a few should be undertaken in one year by the pupils in a class. The suggestions also show what might be chosen for the experimental and demonstration plots on the school grounds. Some of the simpler projects or those requiring only a short period in which to carry them through, might be supplemented by others. Generally speaking, the project which involves careful attention through a period of some length should yield the largest educational returns.

(6) Throughout the year the teacher shall record from week to week on a special form to be provided by the Department of Education, the instruction given in the school, and the practical work carried on in connection therewith. At the end of December these records shall be forwarded by the teacher as a report to the Minister of Education.

(7) (*a*) Records of the instruction given in school and the practical work carried on in home projects or in school plots shall be kept systematically by the pupils also. These records shall be available for inspection.

(*b*) The collections of economic plants, insects, and weed seeds, made in connection with the work, shall also be available for inspection.

(*c*) In projects that have a commercial side to them, the records should show the time spent on the work and the value of the products.

(*d*) The records should be kept in some uniform system, preferably in a loose leaf note-book.

(8) For guidance in carrying out the course the teacher should apply to the Director of Elementary Agricultural Education, Department of Education, Toronto, and for the circulars, to the Deputy Minister of Education.

COURSES OF STUDY

2. The following is the Lower School Course of Study. Subject to the approval of the Director, necessary modifications may be made of the following to suit local conditions.

First Year

September

Physics: Measurements of fields and surveys for drainage; needs, value and method of drainage.

Gardening: Selection, purchase and outdoor planting of bulbs; methods of potting and forcing bulbs for winter bloom.

October

Plant Studies: Field studies of weeds; habit of growth and seed distribution; methods of eradication.

Fruit Growing: Fall management of orchard, pruning and cultivation; methods and systems of fruit packing; work of co-operative fruit associations; law relating to fruit marking, etc.

Beekeeping: Management of bees in fall and winter.

November

Poultry: Housing, feeding and management of poultry in winter; fattening and marketing; breeds.

Agricultural Arithmetic: Estimating of holding capacities of mows, bins, wagon boxes, silos, cisterns, wells, troughs, barrels, milk utensils; estimates of weights of hay loads, stacks, manure piles; estimate of sand, cement, lime, brick, stone or lumber required in building barns, sheds, silos, etc.

Horticulture: Cutting scions from fruit trees to store for root-grafting in winter. Planting apple seeds for production of seedlings.

December

Chemistry: Simple study of plant substances, such as determination of moisture, carbon, ash, starch, and gluten; simple studies of soils, insecticides, fungicides, and common substances used on the farm.

School Meeting: Public meeting at school at which reports on work done will be given and prizes distributed.

January

School Progress Club: Organization and plans for home project work; arrangements for preliminary reading, recording, and supervising work.

Dairying: Milk testing with Babcock tester; care of milk and pasteurization; use of lactometer; individual cow records and herd improvement; care of dairy herd; construction of dairy stables.

February

Botany: Determination of weed seed impurities in clover seed, etc.; germination tests of farm and garden seeds; Seed Control Act; methods of combating weeds.

March

Soil Studies: Simple physical analyses of different classes; comparisons by weight; determination of air and water capacities, capillarity; effects of frost, lime and humus on clay.

Gardening: Preparation, care and uses of hot bed and cold frame; methods of growing potatoes, onions, rhubarb, lettuce, cabbage, tomatoes, etc., for early crops; small fruit culture; methods of growing strawberries, raspberries, currants, grapes, etc.

April

Poultry: Incubation, brooding and rearing of chicks; management of poultry in summer.

Gardening: Beautifying of home surroundings; plans for home gardens; preparation of soil; selection of varieties; planting tables; care of growing plants.

May

Garden Work: Preparation and planting of experimental and demonstration plots in school garden; work in home gardens.

Beekeeping: Colony studies to learn organization, life histories and work of bees; construction of hives; methods of handling.

Botany: Study of flowers of fruit trees, the setting and development of fruit; natural and artificial fertilization; flowers and seed-development of forest and shade trees.

June

Insects: Recognition, life histories, work and remedies for insects injurious to orchard and garden; spraying mixtures and application.

Botany: Study of economic plants, such as grasses, ornamental shrubbery, garden flowers.

Crop Improvement: Plans for selecting choicest seed of grains, vegetables or flowers for next year's growing; work of Canadian Seed Growers' Association.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

Second Year

September

Gardening: Storing vegetables, fruits and house plants for winter; methods of winter forcing of rhubarb, swiss chard, etc.

Bacteriology: Moulds and bacteria in relation to canning and preserving; methods of canning. Work of bacteria in soil; legume bacteria.

October

School Exhibit: Exhibition of pupils' and school's work at school or local fair.

Horticulture: Preparation for winter of tender climbing plants, shrubs and flowers; lifting, dividing and replanting perennials.

Home Projects: Reports on home gardening projects and summarizing results.

November

Farm Animals: Breeds of cows, horses, sheep and swine; practice in using score cards, telling of age of horses by teeth; care and management of farm animals; construction of stables.

December

Rural Economics: Laws relating to agriculture; organizations for advancing agriculture; co-operative associations; value of good roads; rural advancement, etc.

January

Dairying: Simple analysis of milk to show albumin, casein and sugar; composition and value of whey and buttermilk; experiments to show effects of bacterial or mould contamination; construction, care and advantages of cream separator; manufacture of butter and cheese: dairy manufacturing; visit to creamery or evaporator.

February

Farm Crops: Kinds of farming and the best kinds for the neighbourhood; crops best suited to locality and best varieties of grains; methods of crop improvement; systems of rotations and values; plans for model farms.

March

Physics: Principles of farm machines or appliances; simple experiments with pulleys, levers, etc.

Chemistry: Uses of manures and fertilizers; examination, identifications and simple tests for common commercial fertilizers; calculation of values and proportions in which to be mixed.

April

Fruit Growing: Selection of location and planting plans for orchards; varieties suited to local planting; orchard management and care; methods of pruning and grafting.

Agriculture: Methods of soil cultivation; best times and methods of seeding. Farm management: care of machinery, costs of manuring, soil preparation, seeding, harvesting, threshing and marketing.

May

Garden Work: Work in home gardens or school plots.

Botany: First year's work continued.

Beekeeping: First year's work continued.

June

Insects: First year's work continued.

Botany: First year's work continued with study of common plant diseases and treatment for them.

Horticulture: Methods of budding and propagation by cuttings.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

II. MIDDLE SCHOOL

Regulations

1. (1) The Middle School Course may be taken only in schools where the Lower School Course is also being taken.

(2) The Regulations for the Lower School apply also to the Middle School. Similar requirements as regards the instruction and examinations shall be met for both the Lower School and the Middle School, as follows:—

(*a*) Annual notification of intention to undertake the work shall be sent to the Deputy Minister of Education, Toronto.

(*b*) The instruction shall be given by a science teacher who holds the degree of B.Sc. (Agr.) or the Intermediate Certificate in Agriculture or by a District or Assistant District Agricultural Representative.

(*c*) The course shall extend over at least one year and the provision therefor in the teachers' timetable shall be at least three periods a week of one hour each.

(*d*) In addition to the school work, home projects, supervised by the teacher, shall be carried out by pupils. Systematic records of this work shall be kept by the pupils.

(*e*) Teachers shall keep records of the instruction given, and at the end of December shall send in the prescribed reports to the Minister.

COURSES OF STUDY

2. The following is the Middle School Course of Study. Subject to the approval of the Director, necessary modifications may be made therein to suit local conditions:

First Year

Chemistry: Chemical composition of soils, elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

Physics: Soil: classification and physical examination, origin, and mode of formation; soil forming, soil-forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relations to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

Botany: Identification and eradication of weeds and weed seeds, Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases; smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds and grasses and weed seeds.

Entomology: A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

Micro-Biology: Morphology and physiology of micro-organisms, moulds, yeasts and bacteria; bacteriology of soil, legume cultures; bacteriology of dairy; contamination and care of milk; bacterial diseases of plants; bacteria in relation to household.

Poultry Husbandry: The most valued breeds and varieties of hens, ducks, geese, and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

Beekeeping: Management, wintering, swarm control, honey production, increase, queen-rearing, symptoms and treatment of disease.

Second Year

Farm Management: Needs of business methods in farming; farm accounting; factors determining cost of production; profitable employment of labour, equipment and capital; the problems of maintaining fertility, adapting methods of farming to changed conditions, carrying on farm work economically.

Rural Economics: The farmer's relation to society and industry; social advantages and needs of rural life; relation of land, capital, labour, taxation, banks, markets and transportation facilities to the business of farming. Methods and principles of co-operation in farm work, manufacturing, marketing, and banking.

Field Husbandry: History of agriculture; different systems of farming, different kinds of soil; rotation of crops, farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers and other farm crops; sowing, harvesting, preserving, marketing.

Animal Husbandry: A study of the history and characteristics of the principal breeds of live stock including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

Dairy Husbandry.—The herds: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing and marketing.

Horticulture.—Fruitgrowing: Treatment of fruit plantations; cultivation, grafting, propagation, spraying, marketing. Vegetable Growing: Methods of sowing and cultivating, treating for diseases or insect pests, marketing, preparation and care of hot beds and cold frames; production of early vegetables; selection of varieties. Floriculture: Methods of cultivating, seeding, transplanting, treating for diseases or insect pests, wintering; propagation of cuttings; flower borders; bulb culture. Landscape Gardening: Improvement of school and home grounds; tree planting; care of shrubbery.

Forestry.—Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

NOTE.—In the published pamphlet, *Regulations, Courses of Study and Examinations of the High Schools and Collegiate Institutes*, there appears "Part II, Departmental High School Examinations," given above with the Public and Separate School Regulations and Courses of Study, and also "Part III, Extracts from the High and Public Schools Acts and the Department of Education Act."

SPRING AND SUMMER COURSES AND EXAMINATIONS IN 1914 FOR TEACHERS' CERTIFICATES

PREFATORY NOTE

The Spring and Summer Courses for teachers' certificates, the syllabuses of which are given in this pamphlet, have been arranged for by the Department of Education with the Department of Agriculture, the Ontario College of Art, and the University of Toronto.

Summer courses in Physical Culture have also been arranged for between the Department of Education and the Department of Militia and Defence, Ottawa. The syllabus of these courses is, however, not included in this pamphlet; it will be issued separately in a circular before the close of next May. The courses will be given at London, Ottawa, and Toronto.

Besides a list of the courses, the General Announcement herein contains, in regard to *all* the courses, a statement of the qualifications for admission; the dates of application and registration; the allowances for tuition, board and lodging, and travelling expenses; the centres and dates of the different examinations; the fees and qualifications for admission thereto; and the general provisions as to Interim and Permanent certificates. *With the foregoing details, the applicant for admission should make himself familiar.*

After the General Announcement are given the syllabuses, which include the details of the courses and the examinations for the different certificates.

As an appendix, is added a statement showing the special grants payable to School Boards and teachers for the encouragement in the High and Continuation Schools and the Public and Separate Schools of the teaching of Agriculture, Art, Household Science, Manual Training, Music, and Physical Culture.

GENERAL ANNOUNCEMENT

Sessions

1. (1) The Spring Sessions open April 20th and close June 25th.

(2) (*a*) The Summer Session for Specialists' and Supervisors' certificates in Physical Culture and for the certificate in Military Instruction opens June 29th and closes August 5th.

(*b*) The other Summer Sessions, including that for the Strathcona certificate, Grade B, and the Elementary certificate in Physical Culture, open July 2nd and close August 5th.

SPRING COURSES

2. If a sufficient number of duly qualified teachers apply for admission, the following Spring Courses will be provided.

(1) At the Ontario Agricultural College, Guelph, leading to certificates—
In Elementary Agriculture and Horticulture.

(2) At the Household Science Department, University of Toronto, leading to certificates—
In Elementary Household Science.

(3) At the Ontario College of Art, Toronto, leading to certificates—
(*a*) In Elementary Art.
(*b*) As Art Supervisors.
(*c*) As Art Specialists.

SUMMER COURSES

3. If a sufficient number of duly qualified teachers apply for admission, the following Summer Courses will be provided:

(1) At the Ontario Agricultural College, Guelph, leading to—
- (*a*) Certificates in Elementary Agriculture and Horticulture. Part II in 1914.
- (*b*) Intermediate certificates in Agriculture.

A conference for Ontario rural teachers will also be held as provided in the syllabus. See page 357.

(2) At the Ontario College of Art, Toronto, leading to certificates—
- (*a*) In Elementary Art.
- (*b*) As Art Supervisors.
- (*c*) As Art Specialists.

(3) At the University of Toronto, leading to certificates—
- (*a*) In Elementary Household Science. Part I in 1914.
- (*b*) In Elementary Manual Training.
- (*c*) In Elementary Vocal Music.
- (*d*) As Supervisors of Vocal Music.
- (*e*) In the Elementary Commercial subjects.
- (*f*) As Commercial Specialists. Part I or II or both Parts in 1914, as may be determined by the number of applicants.
- (*g*) For admission to the Normal Schools (Middle School). Part B in 1914, Part A in 1915.
- (*h*) For admission to the Faculties of Education (Upper School). Parts C and D in 1914, Parts A and B in 1915.

(4) At London, Ottawa, and Toronto, leading to certificates—
- (*a*) In Elementary Physical Culture.
- (*b*) As Supervisors of Physical Culture.
- (*c*) As Specialists in Physical Culture.

The Strathcona Grade B certificate and the certificate of Military Instruction are also granted by the Department of Militia and Defence, Ottawa, on the foregoing courses.

NOTES: 1.—The courses in Elementary Agriculture and Horticulture are given at the Ontario Agricultural College, Guelph.

2.—The courses at the Ontario College of Art are given in the Normal School Building, Toronto.

3.—The courses at the University of Toronto in Household Science are given in the building of the Household Science Department, corner of Bloor Street and Queen's Park; those in the other subjects at the University Schools, corner of Bloor Street and Spadina Avenue.

4.—The local accommodations provided for the courses in Physical Culture will be communicated by the Deputy Minister of Education, Toronto, when the student's application for admission is accepted.

Admission to Courses

QUALIFICATIONS

4. (1) To any of the Spring courses may be admitted applicants who hold professional certificates qualifying them to teach in the schools of the Provincial system.

(2) (*a*) To the Summer course for the Intermediate certificate in Agriculture, may be admitted applicants who hold professional certificates qualifying them to teach in the High or Continuation Schools, and whose academic preparation has fitted them to teach Science therein.

(*b*) To the other Summer courses, may be admitted applicants who hold professional certificates qualifying them to teach in the schools of the Provincial system.

(3) To each course, Spring or Summer, other applicants may be admitted, subject to the approval of the Minister of Education, on the report of the Principal or the Director, as the case may be.

(4) Students whose attendance, conduct, or sessional work is unsatisfactory to the Principal may be dismissed from the course at any stage.

REGISTRATION

5. All applicants shall present themselves for registration not later than the first day of the Session. The classes will be organized and the work will begin on the morning of the second day.

APPLICATION

6.—(1) Application for admission to the Spring courses shall be made not later than March 31st; to the Summer courses, not later than May 30th.

(2) The form of application is sent herewith, and should be filled in and addressed as follows:

(*a*) For the Summer courses in Physical Culture at London, Ottawa and Toronto, to the Deputy Minister of Education, Toronto, who will notify each applicant as to the centre at which he shall take the course.

(*b*) For the Spring courses for Normal School Grade A candidates, to the Principals of the Normal Schools.

(*c*) For the Spring and Summer courses for others, at the Ontario Agricultural College, to the Director of Elementary Agricultural Education, Guelph.

(*d*) For the Spring and Summer courses for others, at the Ontario College of Art, to the Principal, Ontario College of Art, Toronto.

(*e*) For the Spring and Summer courses for others, at the University of Toronto, to the Secretary, University Extension Committee, University of Toronto.

NOTES: 1.—Should the Department decide, as intimated above, not to provide a course, applicants for admission thereto will be duly notified.

2.—Should the applicants for admission to a course be too numerous for the staff and the accommodations they will be admitted in the order of the receipt of their applications until the maximum is reached.

3.—On application to the Minister, a teacher who has been appointed an Associate Examiner for 1914, but who desires to attend one of the aforesaid summer courses will, if practicable, be excused from the examination work and will be re-appointed an Associate Examiner for the next examination, also if practicable, after he has obtained his certificate.

Tuition Fees, Board and Lodging, and Travelling Expenses

SPRING COURSES

7. (1) At the Spring courses, Grade A teachers-in-training from the Normal Schools who have passed the final examinations at the close of the current Session, and other teachers who have been admitted under Regulation 4 (1), and who are actually and regularly engaged in teaching in the schools of the Provincial system, will, on the report of the Principal, be exempt from the tuition fee of $15, and will

be allowed $4 a week towards the cost of board and lodging until the close of the final examinations, and travelling expenses as defined in 9 (2) below; provided that, on or before registration, they execute a contract to teach for the first two years of their subsequent teaching experience in the schools of the Provincial system or to refund a proportionate amount of the allowance for tuition, board and lodging, and travelling expenses for the unfulfilled portion of their contract.

NOTE.—The payment of the allowance for board and lodging will be made fortnightly, on the certificate of the Principal that the student has been in regular attendance. Residents of the city in which the course is given or within three miles thereof will not be entitled to an allowance for board and lodging.

(2) Other students duly admitted to a Spring Course will not be made an allowance for board and lodging or travelling expenses, and shall pay on registration a tuition fee of $15, which, on the report of the Principal of the Spring Course and on application to the Deputy Minister of Education before the 1st of the following February, will be returned to such of these students as at the date of such applications are actually and regularly engaged as teachers in the schools of the Provincial system.

SUMMER COURSES

8.—(1) All students duly admitted to a Summer Course under Regulation 4 (2) (*a*) and (*b*), who are actually and regularly engaged in teaching in the schools of the Provincial system will be exempt from the payment of tuition fees.

(2) In addition to exemption from the payment of the tuition fee of $10, students at the Summer Courses at the Ontario Agricultural College, Guelph, who have been duly admitted under regulation 4 (2) (*a*) and (*b*), will be allowed, on the report of the Principal, travelling expenses as defined in 9 (2) below, provided that on registration they execute a contract to teach in the schools of the Provincial system for the first year of their subsequent teaching experience or to refund a proportionate amount of the allowance for tuition and travelling expenses for the unfulfilled portion of their contract.

(3) (*a*) In addition to exemption from tuition fees, the Department of Militia and Defence, Ottawa, will pay a male student's travelling expenses to and from his ordinary place of residence and will allow him $2.00 a day while taking the course in Part II for Supervisors' and Specialists' certificates in Physical Culture and the certificate of Military Instruction.

(*b*) In addition to exemption from tuition fees, the Department of Militia and Defence will allow a bonus of $15 to each student, male or female, who obtains the Strathcona Grade B certificate and the certificate in Elementary Physical Culture.

(4) Other students duly admitted to a Summer Course under 4 (2) (*b*) and 4 (3) shall each pay on registration a tuition fee of $10 which, on application to the Deputy Minister of Education before the 1st of the following February, will be returned on the report of the Principal of the Summer School, to such of these students as, at the date of such applications, are actually and regularly engaged as teachers in the schools of the Provincial system.

NOTES: 1.—A list of suitable boarding houses in Guelph, London, Ottawa, or Toronto will be sent each student on the acceptance of his application.

2.—(*a*) If not prevented by the building operations which will be going on in connection with the College residence at the Agricultural College, students taking the Spring Courses, and admitted under regulation 4 (1), may avail themselves of free board and lodging in the College residence in lieu of the $4.00 allowance.

(*b*) Students taking the Summer Courses at the Agricultural College may obtain board and lodging in the College at Macdonald Hall for $20.00 for the five weeks' course.

(*c*) (i) In the case of the Spring Courses, applications for rooms must be made to the Director on or before March 31st.

(ii) In the case of the Summer Courses, application must be made on or before June 15th. Each application must be accompanied by $5.00, which will be allowed on the board bill or will be returned in the case of illness or other unavoidable cause of absence.

(iii) Rooms will be reserved in the order in which the applications therefor are received, and on the acceptance of the application a list will be sent of the necessary equipment and of the rules of residence.

(*d*) Teachers are advised to avail themselves of the opportunity of boarding in residence, as it will be found that association with other teachers from all over the Province is not the least valuable part of the course. Moreover, such residence will enable them to take full advantage of the evening lectures, evening work in the gardens, etc.

3. As far as practicable, and under conditions to be learned on application to the Secretary of the University Extension Committee, board and lodging may be obtained by students attending the Summer Courses at the University of Toronto, in the dining halls and residences attached to the University of Toronto. Rooms will be reserved in the order in which the applications are received.

TRAVELLING EXPENSES

9.—(1) A teacher who is entitled to the allowance for travelling expenses specified in Regulation 8 (3) (*a*) above must apply to the Deputy Minister of Education at least a fortnight before the beginning of the session for an order for transportation, which will be sent him by the Department of Militia and Defence.

(2) (*a*) A teacher who has been duly admitted under regulation 4 (1) to a Spring course or under regulations 4 (2) (*a*) and 8 (2) to a Summer course in Agriculture will be allowed his or her actual travelling expenses from the Normal School to her home or her school, or from and to her home or school, as the Principal of the school may report. No allowance will be made for meals, Pullman car seats, or baggage transfers.

(*b*) In order to secure the allowance for travelling expenses provided for in (*a*) above each such student shall obtain from the ticket agent a standard railway certificate or a receipt for the fare paid, on the purchase of one First Class fare to Toronto or Guelph, as the case may be. This certificate the student shall deposit with the Principal on registration.

(*c*) Before the close of the Session, the arrangement for the return tickets will be duly announced by the Principal.

Examinations

CENTRES

10.—(1) Examinations for certificates on both the Spring and the Summer courses will be held at the centres of instruction, and will be conducted by the instructors concerned, except in the case of (*a*) the Normal and the Faculty Entrance examinations, (*b*) the written examinations on Part II of the courses in Art and Music, and (*c*) the examinations on the Commercial subjects, which will be conducted by the Department of Education.

(2) The Spring Final examinations will begin on June 26th.

The Summer Final examinations will begin on August 6th.

NOTE.—The time-table of the examinations may be obtained from the Principal concerned one fortnight before they begin.

APPLICATION

11. Application for admission to the examinations conducted by the Department of Education should be made to the Deputy Minister of Education not later than July 30th; and for admission to the other examinations, to the Principals of the Spring or Summer Schools as they may direct.

ADMISSION

12.—(1) To qualify for admission to the examinations provided for herein, each candidate duly admitted under Regulations 4 (1) and (2) (*a*) and (*b*) shall have completed the Spring or the Summer course concerned.

(2) To qualify for admission to the examinations, attendance at the courses is not obligatory in the case of the following:

(*a*) Candidates who have taken a course elsewhere which the Minister of Education has approved as the equivalent of the course prescribed for the certificate concerned.

(*b*) Candidates for certificates in the Commercial subjects, who hold First Class Public School or High School Assistants' certificates.

(*c*) Candidates for certificates in Elementary Art or Physical Culture who were actually and regularly engaged in teaching the subject in a High or Continuation School before July, 1913.

(*d*) Candidates for Entrance into the Normal Schools and the Faculties of Education who are actually and regularly engaged in teaching.

Certificates

13.—(1) The professional certificates granted by the Department of Education at the above Spring and Summer examinations will be Interim and valid for two years from the date of issue.

(2) (*a*) On application to the Deputy Minister an Interim Commercial certificate will be made permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught the subjects successfully for at least two years, provided that he submits to the Minister a detailed written report of his investigations, preferably in the locality in which he is teaching, of three separate business systems, involving single proprietor, partnership, and corporation ownership, respectively; said report to include a description of each business and its method of accounting.

(*b*) On application to the Deputy Minister the other Interim certificates will be made permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully thereon for at least two years.

(3) An Interim certificate may be extended from year to year by the Minister on the application of the holder thereof.

FEES

14.—(1) No fees are charged for the examinations conducted by the staffs.

(2) For the examinations conducted by the Department of Education, the following is the schedule of fees:—

(*a*) Normal Entrance, Part B, $3.00.

(*b*) Faculty Entrance, Parts C and D, each $3.00.

(*c*) Art, Part II, $5.00.

(*d*) Music, Part II, $5.00.

(*e*) Commercial, Part I or Part II, $6.00; Parts I and II, $10.00.

Correspondence Courses

15. In the Spring and the Summer courses, which are necessarily brief, the subjects cannot be treated completely and in detail. Candidates are, accordingly, recommended to make as much preparation as possible before they attend. To facilitate such preparation, the following provision has been made:

The College of Art and the University of Toronto offer guidance by correspondence, the former in each part of the Spring and the Summer Courses and the latter in all the subjects of the Summer Courses for Commercial Specialists' certificates and for entrance into the Normal Schools and Faculties of Education; provided that the applicants agree to take a Spring or a Summer Course in the subject of the Correspondence Course, and provided that their applications for admission to such Correspondence Courses are approved by the Principal of the College of Art or the University of Toronto Extension Committee, as the case may be.

CERTIFICATES IN AGRICULTURE AND HORTICULTURE AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH

1.—(1) The work prescribed for a teacher's certificate in Elementary Agriculture and Horticulture is covered in one Spring Session or in two consecutive Summer Sessions with a Winter Reading Course.

Candidates who have been duly admitted to the examinations under regulation 12, page 349, and who pass the examinations and other tests of the Spring Course or of Parts I and II of the Summer Course (to be taken in either order) as prescribed below, will be granted certificates in Elementary Agriculture and Horticulture.

(2) The work prescribed for an Intermediate certificate in Agriculture is covered in two consecutive sessions. Part I shall be taken before Part II.

Candidates who have been duly admitted under Regulation 4 (2) (*a*), page 8, and who pass the examinations and other tests in Parts I and II of the Summer Courses, will be granted Intermediate certificates in Agriculture.

Courses of Study

2. The object of all the courses is to train present and future teachers of rural and village schools in subjects directly bearing on the problems of agriculture and the work of school gardening.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will be illustrated by the out-of-door practice. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. The amount of time given to book work in class will be relatively small. For observation, the whole College equipment will be at the service of students.

The first day of the course will be spent in making a general survey of the College and farm. Only occasionally will it be necessary to leave the College grounds to prosecute studies.

Each student will be provided with a garden for practice and observation, and shall visit it every day and keep records of work and observations in a garden journal. After the gardens are planted, the work in them will be carried on without special provision therefor on the time-table. In most cases, the evenings will be found the most suitable time.

In general, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be for all-day excursions, or for reviewing and arranging the week's work. Students are required to keep careful records of all their work. These will be considered by the staff in their final appraisal of the student's claim for a certificate.

Equipment

3. Students are required to furnish their own working material for plant collections, etc. Such materials must be bought by the student. They may be obtained at the College.

A contingency charge of $1.00 is payable at registration. This sum will be returned at the close of the Session less charges for laboratory breakages, keys, etc.

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses and any books which they possess and have found useful. As a considerable amount of the work is taken out of doors, women students should provide themselves with stout boots, walking skirts, garden hats, gloves, etc.

SPRING COURSES FOR THE CERTIFICATE IN ELEMENTARY AGRICULTURE AND HORTICULTURE

4. The following are the Spring Courses for teachers' certificates in Elementary Agriculture and Horticulture:

Rural School Administration and Methods of Teaching.—Lectures and discussions on management of rural schools, methods of teaching agriculture, conducting school fairs, organizing township teachers' associations, co-operating with Women's Institutes and agricultural societies, carrying on children's progress clubs, school improvement associations, parents' and teachers' societies, etc.

Farm Life and Rural Needs.—Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm. Discussion will be held as to how the school and teacher may help towards an improvement.

Nature Study and Agricultural Literature (10 Lessons).—Nature Literature: the interpretation of nature by the greatest writers; nature literature in Ontario readers; Canadian authors. Scientific writings and nature literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home; uses of Government bulletins.

School Gardening (10 Lessons).—Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out a garden. Plans of Department of Education as set forth in Circular 13 and Agricultural Education Bulletins.

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

Botany (25 Lessons).—1. *Economic plants*: Examination, description, and classification of common garden, campus, field, and forest plants.

1. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

2. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

Horticulture.—(25 lessons). 1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marketing, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arrangement and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils, bulb culture; making and planting of flower beds, annual and perennial borders.

Field Husbandry.—(20 lessons): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvement of crops by means of selection and hybridization; practical tests in connection with the Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots, and fodder crops.

Farm Animals.—(10 lessons): Lectures and demonstrations on horses, beef and dairy cattle, sheep, swine, and poultry; stabling and care.

Soil Physics.—(20 lessons): Applications of physics in farming: nature of soils, soil moisture, heat, and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meteorological records.

Entomology.—(25 lessons): Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

Soil Chemistry.—(20 lessons): Plant growth and composition, soils, and manures and fertilizers.

Bacteriology.—(10 lessons): Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

SUMMER COURSES FOR THE CERTIFICATE IN ELEMENTARY AGRICULTURE AND HORTICULTURE

5. The following are the Summer Courses for teachers' certificates in Elementary Agriculture and Horticulture:

Part I

PLANT STUDIES.—*School Gardening*: Planning and keeping of garden plots (each student will prepare and care for a plot); keeping of garden records; studies of growth in different plants; garden weeds.

Agriculture (4 lessons): Visits to experimental plots and College fields to learn of best varieties of grain, methods of cultivation, etc.

Horticulture (8 lessons): Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

Plant Propagation (8 lessons): Practical lessons on the propagation of plants by cuttings, the propagation of bulbs, potting, and the general care of house plants. (Students will be permitted to take the plants, which they propagate, to their homes.)

Botany (12 lessons and field work): Collection, examination, and identification of (1) weeds of the fields, gardens, lawns, and roadsides; (2) common diseases of grains, vegetables, and fruits; (3) grasses and cultivated farm crops; (4) flowering plants in gardens. Observation of College woods and campus to learn the characters and names of our common trees.

Collection and study of common weed seeds.

Simple physiological experiments with plants in garden or laboratory.

Recognition of plant societies on excursions.

ANIMAL STUDIES.—*Insects* (4 lessons and field work): Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

Birds (8 lessons): Studies of skins and mounted specimens in the museum, and identification of birds observed on excursions or about the College, leading to an acquaintance with the common birds of Ontario.

Farm Animals (12 lessons): Lectures and demonstrations on beef cattle, dairy cattle, horses, swine, and sheep; milk production and testing; butter and cheese making; breeds of poultry; housing, feeding, and rearing fowl.

PHYSICAL NATURE.—*Soils* (4 lessons): Lectures and demonstrations on different kinds of soils; measurements of moisture and air, capillarity, effects of drainage and manuring.

Weather (4 lessons): Lectures and demonstrations on climate, air movements, pressures, storms; observation of weather; keeping weather records; study of weather maps; making weather charts.

Astronomy (4 lessons): Talks on elementary astronomy; "star-gazes" to learn the best known constellations and stars; interpretation of star-maps.

Part II

School Gardening.—The work of Part I continued; practice in garden work and observations in commercial gardening operations will be obtained in the College gardens also.

Botany (8 lessons).—The work of the Agricultural Nature Study Course of Part I continued to complete the work outlined in the Normal Teachers' Course.

Field Husbandry (10 lessons): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvement of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

Horticulture: The work of Part I continued to complete the work outlined in the Spring Course.

Physics (8 lessons and field work): Application of physics in farming; nature of soil, soil moisture, heat, and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

Agricultural Chemistry (8 lessons and laboratory work): Plant growth and composition, soils, and manures and fertilizers.

Bacteriology (4 lessons): Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

Entomology (8 lessons and field work): The work of the Nature Study Course reviewed and continued. Losses through insects in agriculture and horticulture: classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; further collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

Beekeeping (10 lessons): Lectures with demonstrations and practical work. This work will be taken with the First Year of the course for the Intermediate certificate.

Winter Reading Course

6. Candidates for the certificate are required to read and synopsize at least three books in the interval between the two Summer sessions. *The synopses are to be handed in at the opening of the second term, otherwise, the recommendation for the certificate will be held over.* The synopses should be so arranged and so completed that a re-reading of them will readily recall the most important matter in the book; they should be written on paper that fits the science note-book used.

The books should deal with agricultural or rural problems. A selection of one from each of the following groups is recommended, but teachers are free to select other approved standard works the reading of which may better suit their convenience or their needs; but one should deal with rural problems, one with school work, and one with some department of agriculture.

GROUP I

Title	Author	Publisher	Price
			$ c.
Rural Life in Canada	MacDougall	Westminster Co., Toronto	1 00
Rural Manhood, 1913-14		Monthly magazine, published by The International Committee, Y.M.C.A., New York	1 00
Challenge of the Country	Fiske	Association Press, New York	75

GROUP II

Modern Nature Study and How to Teach the Nature Study Course	Silcox & Stevenson.	Morang & Co., Toronto	75
	Dearness	Copp, Clark Co., Toronto	60
Nature Study and Life	Hodge	Ginn & Co., Boston	1 50
Amongst Country Schools	Kern	Ginn & Co., Boston	1 25
Amongst School Gardens	Greene	Charities Pub. Co., New York	1 25
Country Life and the Country School	Carney	Row, Peterson & Co., Chicago	1 25
The Work of the Rural School	Eggleston & Bruere	Harper Bros., New York	1 00
The American Rural School	Foght	Macmillan Co., New York	1 25

GROUP III

Manual of Gardening	Bailey	Macmillan Co., New York	2 00
Flowers and How to Grow Them	Rexford	Penn Pub. Co., Philadelphia	50
and Vegetable Gardening	Green	Webb Pub. Co., St. Paul	1 00
Principles of Fruit Growing	Bailey	Macmillan Co., New York	1 50
The Soil	King	Macmillan Co., New York	1 50
The Chemistry of the Farm	Warington	Orange Judd Co., New York	85
Principles and Practice of Poultry Keeping	Robinson	Ginn & Co., Boston	2 50
Canadian Dairying	Dean	Briggs, Ltd., Toronto	1 00
Types and Breeds of Farm Animals	Plumb	Ginn & Co., Boston	2 80
The A B C and X Y Z of Bee Culture	Root	Root Co., Medina, Ohio	1 75
Farm Management	Warren	Macmillan Co., New York	1 75
Beginnings in Agriculture	Mann	Macmillan Co., New York	75
Elements of Agriculture	Warren	Macmillan Co., New York	1 10
Farm Weeds of Canada		Dominion Department of Agriculture, Ottawa	1 00

SUMMER COURSES FOR THE INTERMEDIATE CERTIFICATE IN AGRICULTURE

7. The following are the Summer Courses for the Intermediate certificate in Agriculture:

Part I

Organization and Methods for Teaching Agriculture: Discussion of the regulations, directions and suggestions for carrying out the work in the schools.

Chemistry (10 lectures and 5 afternoons): Laboratory exercises on chemistry of soils and fertilizers; formation, composition, and reaction of soils; value of

humus, barnyard manures; rotation in relation to chemical changes; composition, nature, and uses of commercial fertilizers. *Text Book.*—Warington's *The Chemistry of the Farm.*

Physics (10 lectures and 5 afternoons): Laboratory or field exercises, with lectures on mechanical principles involved in farm machinery; measurements of fields with chain and calculation of areas and drawings of plans; taking of levels and making plans for drainage; physical analysis of soils; determination of air and water holding capacity of different soils. *Text-Book.*—King's *The Soil.*

Botany (20 lectures or practicums and 5 afternoons): Laboratory and field exercises with lectures on economic plants, weeds, grasses, farm crops, trees, shrubbery and garden flowers; identification of plant diseases and weed seeds; Seed Control Act; treatment of diseases; collections of weed seeds, plant, diseases, grasses, and other economic plants required. *Text Books*: Gray's *Field, Forest and Garden Botany and O. A. C. Bulletin No. 188, Weeds of Ontario.*

Entomology (10 lectures or practicums and 5 afternoons): Lectures, laboratory exercises, and field work in common insects of garden, orchard, fields and woods; special study of life histories of injurious forms and consideration of methods of treatment. Collection required. *Text-Books*: *Elementary Entomology,* Sanderson and Jackson, and *O. A. C. Bulletins.*

Micro-Biology (10 lectures or practicums): Lectures and demonstrations on morphology and physiology of micro-organisms, moulds, yeasts and bacteria; bacteriology of soil, legume cultures; bacteriology of dairy; contamination and care of milk; bacterial diseases of plants; bacteria in relation to household. *Text-Book*: Marshall's *Micro-Biology.*

Poultry Husbandry (10 lectures): Lectures and demonstrations on breeds and selection of stock, locating poultry plant, houses, incubators, brooders, feeds, marketing, diseases, ducks and geese, poultry literature. Students will also receive practical instruction in managing incubators. *Text-Books*: Robinson's *Principles and Practice of Poultry Culture and O. A. C. Bulletin No. 189.*

Bee Keeping (10 lectures): Lectures with demonstrations and practical work; hives; building of bees; handling of bees; life histories of queen, drone, and worker; swarming, gathering, and storing of honey in combs; harvesting honey; relation of bees to fruit and seed growing; diseases; races of bees; winter and spring management. *Text-Book*: Root's *The A B C and X Y Z of Bee Culture.*

Part II

Organization and Methods for Teaching Agriculture: Discussion and direction for carrying out the work in the schools.

Farm Management (10 lectures): Needs of business methods in farming; farm accounting; factors determining cost of production; profitable employment of labour, equipment and capital; the problems of maintaining fertility, adapting methods of farming to changed conditions, carrying on farm work economically. *Text-Book*: *Farm Management.* Warren.

Rural Economics (10 lectures): The farmer's relation to society and industry; social advantages and needs of rural life; relation of land, capital, labour, taxation, banks, markets and transportation facilities to the business of farming. Methods and principles of co-operation in farm work, manufacturing, marketing, and banking. *Text-Books*: *Principles of Rural Economics,* Carver, and *Agricultural Co-operation,* Wolff.

Field Husbandry (10 lectures or practicums and 4 afternoons): History of agriculture; different systems of farming, different kinds of soil; rotation of crops;

farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing. *Text-Book*: *Principles of Agriculture,* Warren, and *Annual Reports of Field Husbandry Department, O.A.C.*

Animal Husbandry (10 lessons or practicums and 4 afternoons): A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine: feeding and management; principles of breeding; registration of pedigrees; market requirements; practical work in judging stock. *Text-Book*: *Types and Breeds of Farm Animals.* Plumb.

Dairy Husbandry (10 lessons or practicums and 4 afternoons): The herds: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning and ventilating; individual cow records. The milk: care of milk; elementary, chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter. *Text-Book*: *Canadian Dairying.* Dean.

Horticulture (24 lessons or practicums and 4 afternoons): Fruitgrowing: Treatment of fruit plantations; Cultivation, grafting, propagation, spraying, marketing. *Text-Book*: *The Principles of Fruit Growing.* Bailey. *Vegetable Growing*: Methods of cultivating seed, treating for diseases or insect pests, marketing; preparation and care of hot beds and cold frames; production of early vegetables; selection of varieties. *Text-Book*: *Vegetable Gardening.* Green. Floriculture: Methods of cultivating, seeding, transplanting, treating for diseases or insect pests, wintering; propagation of cuttings; flower borders; bulb culture. *Text-Book*: *Home Floriculture.* Rexford. Landscape Gardening: Improvement of school and home grounds; tree planting; care of shrubbery. *Text-Book*: *Landscape Gardening.* Waugh.

Examinations

8.—(1) At the close of each session examination papers will be set covering the subjects of the Courses.

(2) Practical examinations will be held both throughout and at the close of the session, and the character of the work done in gardening, recording observations, etc., will also be taken into account.

(3) The written and practical examinations in each subject will be valued at a maximum of 100 marks, and the pass standard will be 40 per cent. of the marks assigned to each and 60 per cent. of the aggregate of the marks for the written and the practical examinations respectively.

Rural Teachers' Conference

9. A One-Week's Rural Teachers' Conference will be held during the last week of the Summer School, from August 3rd to August 7th.

Delegates.—Every County Teachers' Association in the Province has been asked to send two delegates selected from the rural or village schools. Where possible one of these should be a teacher who has received special training in Agriculture at the Agricultural College and the other a teacher without this special training. In both cases they are to be representative teachers who are carrying on school gardening and teaching agriculture or making a commence-

ment at this work; also they are to be teachers who have not been and are not changing their schools.

The delegates' expenses for travelling and board will be paid by the Department of Education on conditions which may be ascertained in June, on application to the Director of Elementary Agricultural Education, Guelph.

Open to Other Teachers.—The conference will be open to any other teachers who can arrange to attend. This will afford teachers of former classes an opportunity to arrange for class re-unions.

Programme.—A programme along lines somewhat similar to the Inspectors' Short Course and Rural Education Conference held during the first week of August, 1913, will be arranged. Well known workers in the field of rural betterment will be secured, and special lectures and demonstrations will be given by members of the College staff. The experiences of teachers attending the Summer School as well as those attending as delegates will be given regarding all phases of rural school activities; and discussions will be arranged for on topics of special interest, such as play and play-ground equipment, school ground improvement, school decoration, parents' and teachers' associations, children's clubs, school fairs, school gardens, and township teachers' associations.

The details of the programme will be announced before the end of June, but the following indicates its general character:

(1) Instruction by heads of Departments of Agricultural College in regard to agricultural possibilities in Dairying, Poultry-keeping, Fruit-growing, Field Crops, Animal Husbandry, Beekeeping.

(2) Instruction by the Director of Elementary Agricultural Education on the progress of agricultural teaching, methods of introducing the work, organization of Children's Clubs, Township Teachers' Associations, etc.

(3) Conferences between delegates and teachers in attendance at the Summer School in regard to methods and difficulties.

(4) Addresses by recognized leaders in rural education.

CERTIFICATES IN ART AT THE ONTARIO COLLEGE OF ART

1. (1) Candidates who have been duly admitted to the examination under Regulation 12, p. 349 and who pass the examinations and other tests in the subjects of Part I, as prescribed below, will be granted certificates as teachers of Elementary Art.

(2) Candidates who hold First or Second Class certificates, who have been duly admitted to the examination under Regulation 12, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Supervisors in the Public and Separate Schools.

(3) Candidates who hold at least High School Assistants' certificates, who have been duly admitted to the examination under Regulation 12, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Specialists in High and Continuation Schools and Collegiate Institutes.

(4) The certificate in Elementary Art granted under High School Regulation 8 (1) will not be accepted in lieu of the examinations in Part I prescribed below for Art Supervisors' and Art Specialists' certificates.

(5) At the close of the Spring session, an examination will be held for certificates in Elementary Art; and at the close of the Summer session, an examination for certificates in Elementary Art, and as Art Supervisors and Art Specialists.

Courses of Study

2. (1) Each of the Parts defined in the following courses represents for beginners the work of a college year.

(2) The Spring and Summer courses will cover only so much of each Part as time will permit.

(3) In both the Spring and the Summer courses Parts I and II will be taken up concurrently, and students who have completed the practical work in certain subjects in either Part may at the Principal's discretion devote their attention to the remaining subjects.

(4) It will be expected that beginners who are candidates for certificates in Elementary Art will attend for at least one Spring course or two Summer courses.

Part I

DRAWING

Elementary Descriptive Geometry in its relation to perspective.
Elementary perspective.
Elementary drawing from geometrical solids, simple objects, and natural forms.
Elementary drawing from the antique and from life.
Sketching in various black and white mediums.
Blackboard drawing.
Drawing from memory.
Elementary illustration.

MODELLING

Elementary modelling.
Modelling from details of antique cast.
Making of moulds and casting in plaster.

PAINTING

Drawing with coloured chalks and crayons.
Brush exercises and simple painting with water colours.

DESIGN

Geometric forms and ornament.
Decorative treatment of natural forms.
Applied design.

DEMONSTRATIONS, LECTURES, AND READING COURSE

Composition.
Theory of Colour.
Mediums for drawing and painting.
Mechanical processes of reproduction.
Principles of design.
Outlines of the history of art.
Critical study of works of art.
Methods of teaching elementary art.

Part II

DRAWING

Drawing from the antique.
Drawing from life, still life, landscape and architectural forms.
Sketching in various black and white mediums.
Blackboard drawing.
Drawing from memory.

PAINTING

Drawing from life and still life with coloured chalks and pastels.
Elementary painting with oil and water colours.

MODELLING

Modelling from the antique.
Modelling from life.

DESIGN

Historic ornament.
Basic forms of design.
Decorative treatment of natural forms.
Application of design to crafts and manufactures.

DEMONSTRATIONS, LECTURES, AND CORRESPONDENCE COURSE

The principles of design and applied art.
Composition.
Theory of colour.
Mediums for drawing, painting, and modelling.
History of art.
Critical study of works of art.
Perspective.
Artistic anatomy.
Methods of teaching art.

Books of Reference

3. The following books are recommended for reference; those marked with an asterisk are of especial importance:

Part I

*The Teaching of Drawing. Polak and Quilter ..... $ .60
University Tutorial Press, London.
The Training of the Memory in Art. Lecoq 1.60
Macmillan and Co., Toronto.
*Blackboard Drawing. Seaby 1.25
Nelson & Sons, Edinburgh.
Elements of Drawing and Perspective.
J. M. Dent & Sons, 29 and 30 Bedford St., London, W.C.
*Everyman's Library ..... .30
The Art of Modelling in Clay and Wax. Simonds ..... .25
Allen & Sons, London.
*Line and Form. Crane 1.75
Bell & Sons, London.
Manual of Historic Ornament. Glazier 2.00
Batsford, London.
Decorative Illustration of Books. Crane 1.75
Bell & Sons, London.
*Apollo, Story of Art throughout the Ages. Reinach 1.50
Heinemann, London.
*A Child's Guide to Pictures. Caffin 1.25
Baker & Taylor, New York.

Part II

Practical Hand Book of Drawing for Modern Methods of Reproduction. Harper 2.00
Chapman & Hall, London.
*Line and Form. Crane 1.75
Bell & Sons, London.
Book Illustrations of To-day. Sketchley 1.50
Trubner & Co., London.
Anatomical Diagrams. Dunlop 1.75
Bell & Sons, London.
Figure Drawing. Hatton 2.25
Chapman & Hall, London.
*Modelling. Vol. I. Lanteri 4.50
The Practice of Oil Painting. Solomon 1.20
Seely, Service & Co.
*Apollo, Story of Art Throughout the Ages. Reinach 1.50
Heinemann, London.
*How to Study Pictures. Caffin 2.00
The Century Co., N.Y. Briggs, Toronto.
Complete Perspective Course. Spanton 1.25

Examinations

4. (1) (*a*) The examinations and tests in either Part must be taken at one examination and will consist of:

(i) Written examinations.
(ii) Practical examinations.
(iii) Examination of submitted specimens of work.

(*b*) In the case of students attending a Spring or a Summer Course, the sessional work will be sufficient as specimens; other candidates shall submit the specimens set forth below.

(2) To pass in either Part the candidate's work in the submitted specimens and in the practical tests must be approved as satisfactory by the examiners, and he must obtain at the written examinations 40 per cent. of the marks for each paper (max. 100) and 60 per cent. of the aggregate of marks for the papers of the Part.

(3) Candidates who fail at the examination in either part but who pass either the written or the practical examinations included therein will be allowed credit therefor, provided they make at least 40 per cent. of the total of marks assigned to the other examination.

Part I

Written Examinations

(Four Papers)

Outlines of the history of art.
Theory of colour, materials for drawing and painting, and mechanical processes of reproduction.
Descriptive geometry and perspective, methods of teaching elementary art.
Principles of design and applied art.

Practical Examinations

Candidates shall submit to practical tests in the following subjects:
Blackboard drawing.
Time drawing from objects or cast.
Time drawing from life.
Drawing from memory of either of above exercises.
Exercise in elementary design in colour.
Illustration of given subject.
Time exercise in modelling from the object.

Specimens of Work

Specimens of work shall be submitted by the candidates as follows:

(1) Group of four drawings in pencil, treating a simple arrangement of still life in the following stages: placing and first lines of construction, blocked outlines, a finished outline, light and shade drawings in simple tones.
(2) Two drawings in charcoal from the antique cast, one of which should be of the full figure.
(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.
(4) Two examples of modelling in plasticine and one example in casting.
(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentences, original book cover design, design for piece of furniture.
(6) Two illustrations of given subjects which shall involve problems in perspective.

Part II

Written Examinations

(Four Papers)

History of art.
Artistic anatomy, perspective, methods of teaching art.
The treatment of materials in design, relation of design to crafts and manufacture.
Composition, critical study of works of art.
Theory of colour, mediums for drawing, painting, and modelling.

Practical Examinations

Candidates shall submit to practical tests in the following subjects:
Blackboard drawing.
Time study in colour from the object.
Time drawing from life.
Drawing from memory.
Exercise in design in colour.
Pictorial composition of given subject.
Time exercise in modelling from cast.

Specimens of Work

Specimens of work shall be submitted by the candidate as follows:

(1) Four drawings from the antique.
Four drawings from life.
Sketches and Notes covering one year's work.
Exercises in blackboard and memory drawing.

(2) Four drawings with coloured chalks and pastels from life and still life. Two paintings with water colours.
(3) Two examples of modelling from the antique and from life.
(4) One example of historic ornament.
Four examples of basic forms for design.
Four original conventionalized designs for application to crafts and manufacture.

Parts I and II

General

5.—(1) At the written examinations candidates must show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

(2) The specimen drawings for all the courses shall be of uniform size, full sheet charcoal paper, or mounted on paper or board of similar size, and shall be fixed and kept flat. They shall be submitted immediately before the written examinations.

(3) Each candidate must certify that the work submitted by him has been done wholly by himself.

CERTIFICATES IN HOUSEHOLD SCIENCE AT THE UNIVERSITY OF TORONTO

1. The work presented for a certificate in Elementary Household Science is covered in one Spring Session or in two consecutive Summer Sessions.

Candidates who have been duly admitted to the examination under Regulation 12, and who pass the examinations and other tests of the Spring Course or of Parts I and II of the Summer Course (to be taken in either order), as prescribed below, will be granted certificates as teachers of Elementary Household Science.

NOTE.—For the courses and examinations for Ordinary and Specialists' certificates in Household Science, see Circular 3.

Equipment

2. Students are required to provide themselves with plain white aprons for work in the food laboratories. Dark ones may be worn in the household management classes.

A deposit fee of $1.00, payable to the chief instructor, is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the course.

COURSES OF STUDY

3. The following are the courses of study:

Spring Course

FOODS AND THEIR PREPARATION

(Two and one-half hours a day)

This course includes lectures on food and its relation to the human body and instruction in the scientific principles of combustion, the construction and care of coal and gas ranges, and the methods of applying heat to food materials. The laboratory work includes the preparation and cooking of staple foods, such as vegetables, cereals, fruits, meats, eggs, milk and cheese. Practice will be given in planning and preparing simple meals.

HOUSEHOLD MANAGEMENT

(One and one-half hours a day)

The house: Planning, furnishing, heating, lighting, ventilating, disposing of waste, etc.

A study of cleansing agents and of the methods of using them, with practical applications in the care of the rooms of the house, of utensils, linen, etc.

Home care of the sick and emergencies: care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of everyday injuries, simple bandaging, etc.

SEWING

(One hour a day)

The course prescribed for the Normal Schools will be continued with the application of the stitches to useful articles. Any necessary modifications of the course to suit the students will be made by the instructor.

Summer Course

Part I

FOODS AND THEIR PREPARATION

(Two and one-half hours a day)

This course includes lectures on food and its relation to the human body and instruction in the scientific principles of combustion, the construction and care of coal and gas ranges, and methods of applying heat to food materials. The laboratory work includes the preparation and cooking of foods, such as cereals, vegetables and fruits.

HOUSEHOLD MANAGEMENT

(One and one-half hours a day)

This course includes a study of cleansing agents and of the methods of using them, with practical applications in the care of the rooms of the house, of utensils, linen, etc.

SEWING

(One hour a day)

The course prescribed for the Normal Schools will be continued with the application of the stitches to useful articles. Any necessary modifications of the course to suit the students will be made by the instructor.

Part II

FOODS AND THEIR PREPARATION

(Two and one-half hours a day)

This course is a continuation of "Foods and Their Preparation" of Part I., but, as it involves similar principles, it may be taken first if desired. It includes a special study of meats, eggs, milk and cheese. Practice will also be given in the planning and preparation of simple meals.

HOUSEHOLD MANAGEMENT

(One and one-half hours a day)

This course is a continuation of "Household Management" of Part I, but it may be taken first if so desired.

The house: planning, furnishing, heating, lighting, ventilating, disposing of waste, etc.

Home care of the sick and emergencies: care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of everyday injuries, simple bandaging, etc.

SEWING

(One hour a day)

The course for Part I continued.

Books of Reference

4. The following is a list of books recommended for reference: those of special importance are indicated by an asterisk:—

First Lessons on Food and Diet. Richards ..... Whitcomb and Barrows, Boston.	$0 30
*Human Foods. Snyder ..... Macmillan Co. of Canada, Toronto.	1 25
*Elements of the Theory and Practice of Cooking. Williams and Fisher..	1 00
*Home Management. Hitching ..... W. and B. Chambers, Edinburgh.	60
Household Foes. Ravenhill ..... Sidgwick and Jackson, London.	75
*School Needlework (Teacher's Edition). Hapgood ..... Ginn and Co., New York.	75

Examinations

5.—(1) The standing of students in the Spring courses will be determined by the term work (max. 100) and the final examination (max. 100) in each of: Foods and their Preparation, Household Management, Sewing. The percentage requirement for a pass will be 40 per cent. of the marks for term work, 40 per cent. of the marks for the final examination, and 60 per cent. of the aggregate of marks in each of the three subjects.

(2) The standing of students in each Part of the Summer course will be determined on the same basis as in the Spring course.

CERTIFICATES IN THE COMMERCIAL SUBJECTS AT THE UNIVERSITY OF TORONTO

1.—(1) Candidates who have been duly admitted to the examination under Regulation 12, and who pass the examinations in the subjects of Part I, as prescribed below, will be granted certificates as teachers of the Elementary Commercial subjects.

(2) (*a*) Until August, 1915, candidates for certificates as Commercial Specialists shall hold High School Assistants' certificates, and after August, 1915, such candidates shall hold in addition a degree in Arts from a British University. The foregoing certificates may be obtained before or after passing the Specialists' examination.

(*b*) Such candidates who pass the examinations in the subjects of Parts I and II, as prescribed below, will be granted certificates as Commercial Specialists in High and Continuation Schools and Collegiate Institutes.

(*c*) Certificates of graduation in the present Honour Courses in Political Science of the University of Toronto and of Queen's and McMaster Universities will be accepted in lieu of the examinations prescribed in Part II below.

(*d*) The certificate in the Elementary Commercial subjects granted under High School Regulation 8 (1) will not be accepted in lieu of the examinations in Part I prescribed below.

COURSES OF STUDY

2.—(1) The Summer Courses in each of the following parts will cover each Part in such detail as the time will permit.

(2) In the Summer course in Part I there may be a beginners' class as well as an advanced class. These classes will be conducted concurrently and students may be transferred from one class to the other at any time at the discretion of the instructor.

(3) It is expected that for beginners the course in Part I for candidates for certificates as teachers of Elementary Commercial subjects will require two Summer sessions.

PART I

Bookkeeping : Theory

Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labour, material, departmental accounts, cost accounting; practical treatment of such accounts as bank, discount, freight, suspense, bad debts, depreciation, etc.; columnar cash books, journals, etc.; and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, aad of receipts and disbursements; banking, savings and current accounts, collection and exchange, statements of banks and other corporations.

Bookkeeping : Practice

Making the proper records and financial statements from given data. Single proprietor, partnership, and corporation accounting.

Business Practice and Business Law

(*a*) Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

(*b*) Business Laws: Negotiable paper, indorsement, acceptance, discharge dishonour, protest, negotiability and assignability, accommodation paper; statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts: partnership, joint stock companies; insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts: property; mortgages; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant: wills and succession duties; copyrights, trade marks, industrial designs, patent rights.

(*c*) Statutory Requirements: The Bills of Exchange Act, The Bank Act, An Act Relating to the Currency, The Ontario Companies' Act, The Dominion Companies' Act.

Penmanship

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, lettering, marking and engrossing.

Stenography : Theory

The principles of The Isaac Pitman system of Stenography.

Stenography : Practice and Typewriting

(*a*) Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(*b*) Typewriting: Copying, invoicing, billing, columnar statements, etc.

Mercantile Arithmetic

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system.

PART II

Auditing

Object, scope, and advantages of an audit; preliminary steps; instructions to the bookkeeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation. discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates.

Economic Geography

Physical Geography in its economic aspects and the relation of these aspects to the natural resources of the chief countries. The raw material of commerce—food stuffs, textile fabrics, building material, and materials for use in the arts. Production centres, markets and trade routes; growth of commerce and distributing agencies in Canada, the British Empire, and the United States; influence of tariffs on trade; free trade; relation of waterways to railways, the distribution of the waterways of the country and their effect on domestic commerce. Possibilities and limitations of trade within the British Empire; Canadian exports and imports; importance of the Suez and Panama Canals.

History of Commerce and Industry

Ancient and Mediæval commerce; the influence of Venice; the Crusades; the mediæval guilds and their relation to modern trade unions; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French and Dutch for the first place

in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States; and the commercial position of South America, Africa, Asia (especially the influence and growth of the Japanese and Chinese nations), and Oceania.

Money and Banking

Theory of money, its history and functions; credit; mechanism of exchange. Nature and function of banks, management of reserves, note issue, redemption fund, leading banking systems of the world, especially those of Canada and the United States, clearing houses, savings banks, trust and loan companies; balance of trade, meaning and effect on exchange.

Theory of Economics

Principles of production, distribution, and exchange. Economic theories of value, rent, wages, profits and interest; land, labour and capital; industrial combinations, extent, dangers and advantages; socialism.

National and local finance; public debts, methods of extinction and conversion; sinking funds; public domain—lands, forests, minerals; principles of taxation.

BOOKS OF REFERENCE

3. The following list of books is recommended for reference; those marked with an asterisk are of special importance:

Part I

Ontario School Bookkeeping—Second Course $1 00
Education Book Co., Toronto.

*Joint Stock Company Accounts—Hoskins 2 00
Commercial Text Book Co., Toronto.

Manufacturers' Accounts—Eddis and Tindall 2 00
Accountancy Book Publishing Co., Toronto.

*Accounting in Theory and Practice—Lisle 4 25
Wm. Green and Sons, Edinburgh.

Digest of Canadian Mercantile Law—W. H. Anger 2 00
W. H. Anger, Toronto.

Acts: The Bills of Exchange Act, 25cts.; The Bank Act, 25cts.; The Currency Act, 15cts.; The Dominion Companies' Act, 25cts.; The Ontario Joint Stock Companies' Act 50
Carswell Co., Toronto.

The Business Journal (for penmanship commence with Sept. number).... 75
1205 Tribune Building, New York.

Course in Isaac Pitman Shorthand 1 50
Commercial Text Book Co., Toronto.

Expert Typewriting—Fritz and Eldridge 85
American Book Co., New York.
Morang Educational Co., (Agents) Toronto.

Algebra for Matriculation (chapters on Progressions, Logarithms, Annuities)—Hall and Knight 90
The Macmillan Co. of Canada, Toronto.

The Theory of Finance—Geo. D. King 1 25
Charles and Edward Layton, London, Eng.
or
*Interest and Bond Values—M. A. Mackenzie 1 00
University Press, Toronto.

Part II

*Auditing: Theory and Practice—Montgomery $5 00
Ronald Press Co., New York.
Pitman's Commercial Geography 85
Commercial Text Book Co., Toronto.
Commercial Raw Materials—Toothaker 1 25
Ginn and Co., New York.
Ontario High School Physical Geography 60
Morang Educational Co., Toronto.
Canada Year Book
Department of Agriculture, Ottawa.
Canadian Almanac 60
The Copp, Clark Co., Toronto.
*History of Commerce in Europe— H. deB. Gibbins 90
The Macmillan Co. of Canada, Toronto.
General History of Commerce—W. C. Webster 1 40
Ginn and Co., New York.
*Money and Banking—Scott 2 00
Henry Holt and Co., New York.
Money and Mechanism of Exchange—Jevons 1 75
D. Appleton and Co., New York.
Canadian Banking System—J. F. Johnston 30
Supt. of Documents, Government Printing Office, Washington, D. C.
Outlines of Economics—R. T. Ely 2 00
The Macmillan Co. of Canada, Toronto.

Examinations

4.—(1) The examinations in the two Parts may be taken at one time, or in different years and in either order.

(2) There will be one examination paper in each of the subjects. The examination in Stenography and Typewriting will be practical and will include (*a*) dictation and transcription on a typewriter and (*b*) typewriting from given printed matter.

3. The requirements for pass in each part will be 40 per cent. of the marks for each subject or paper (100) and 60 per cent. of the aggregate of marks of the Part.

CERTIFICATES IN ELEMENTARY MANUAL TRAINING AT THE UNIVERSITY OF TORONTO

1.—(1) Candidates who have been duly admitted to the examination under Regulation 12, and who pass the examinations and other tests in Parts I and II, as prescribed below, will be granted certificates as teachers of Elementary Manual Training.

(2) Parts I and II may be completed in one session or in two, at the discretion of the instructor. When taken in two sessions, Part I must be taken before Part II.

NOTE.—For the courses and examinations for Ordinary and Specialists' certificates in Manual Training, see Circular 3.

COURSES OF STUDY

2. The following are the courses of study:

Part I

PEDAGOGICS OF MANUAL TRAINING

Relation to general education.

Relation to the child, the home, the curriculum and to industrial and technical education.

In all work methods of planning and presenting the subject will be kept prominently before the student.

Lesson plans and methods of teaching in both graded and ungraded schools.

DRAWING

The importance of drawing in connection with all industry—a plan being a necessary step leading to the final product.

The use of ruler and square in measuring an object and working out a simple plan.

Drawing to a scale.

Dimensioning.

Plain lettering.

Practice in freehand sketching.

Use of drawing board, tee and set squares. Use of instruments in working out problems in plane and solid geometry—square, triangles, polygons and type solids.

Working drawings.

Orthographic projection.

Plans and elevations—their relation to each other.

DESIGN—STRUCTURAL AND DECORATIVE

Basis in critical observation of constructed and decorated objects.

Discussion of suitability of any design as applied.

Application of design to constructed objects in paper, cardboard, wood or metal.

CONSTRUCTION

Work in paper and cardboard.

Modelling in sand and clay or plasticine.

Bench work in wood—the making of articles involving the use of the various forms of joints; such as, mortise and tenon, dovetail, lap or mitre.

Fastenings: dowels, cleats, wedges, glue, screws and nails.

Woodworking tools: structure, use and care.

Application of finishes on articles made.

Use of stains, fillers, fuming, shellac, oil, and wax.

LUMBER AND TIMBER

Woods: characteristics of each, colour, grain, for what suited.
Trees: common varieties, identification by means of their form, leaf, bark, and wood.

Part II

PEDAGOGICS OF MANUAL TRAINING

Present developments in Manual Training and their relation to former systems; such as, apprenticeship, Russian, Swedish, Danish, and Arts and Crafts.
Organization and equipment.

DRAWING

Plane geometry continued. Orthographic projection of plans and elevations involving oblique planes and sections. Isometric projection—relation to orthographic and to perspective drawing.
Making tracings and blue prints.
Freehand sketching continued.

DESIGN

Suitability of different designs of work undertaken in wood or metal. The need of adapting design to material and use of article.

CONSTRUCTION

More advanced work in modelling.
Simple book-binding.
Knife work in thin wood—such work as can be carried on at the ordinary school desks.
Bench work continued.
Estimating quality and cost of material required for work undertaken.
Suitability of different finishes to work undertaken.

LUMBER AND TIMBER

Forests, their value and preservation.
Lumber and lumbering—cutting, transporting, seasoning, shrinking, and warping.
Defects in lumber—knots, sapwood, shakes, etc.

EXCURSIONS

So far as can be arranged visits will be made to schools, local industries and nearby parks or woods to study equipment, processes, and timber trees.
In connection with these visits discussions will be held in order that the greatest benefits possible may be assured.

Books Recommended

3. The following is a list of books recommended for reference; those marked with an asterisk are of special importance:

*Row: Educational Meaning of Manual Arts and Industries—(Row, Peterson & Co., Chicago) $1.25
*Sargent: Fine and Industrial Arts in Elementary Schools—(Ginn & Co., Boston) 1.00
Crawshaw: Manual Arts for Vocational Ends—(Manual Arts Press, Peoria, Ill.) ..... .85

Griffith: Correlated Courses in Woodwork and Mechanical Drawing—(Manual Arts Press, Peoria, Ill.) $1.50
Anthony: Mechanical Drawing—(D. C. Heath & Co., Boston) 1.50
Batchelder: Principles of Design—(Inland Printer Co., Chicago) 3.00
Trybom and Heller: Correlated Handwork—(Speaker Publishing Co., Boston) 1.25
Gilman and Williams: Seat Work and Industrial Occupations—(Macmillan Co., Toronto) ..... .50
*Kidner: Educational Handwork—(Educational Book Co., Toronto) .... .75
Sanford: Art Crafts for Beginners—(Century Co., New York) 1.20
Griffith: Essentials of Woodworking—(Manual Arts Press) 2.00
Park: Educational Woodwork for School and Home—(Macmillan Co., Toronto) 1.00
Lester: Clay Work—(Manual Arts Press, Peoria, Ill.) 1.25
*Public School Manual Training Manual (supplied free).

EXAMINATIONS

4. (1) The standing of the students in Part I will be determined by the sessional work and the final written examinations taken together. For this purpose, the sessional work will be regarded as six subjects (max. 100 for each) and the written examination will include a paper on Drawing and Design, (max. 100) and a paper on Timber and Tools, (max. 100) as defined below.

(2) The standing of students in Part II will be determined on the same basis as the standing in Part I with the addition of a paper on Theory and Method, (max. 100) as defined below.

(3) The percentage requirements to pass in either Part are 40 per cent. of the marks in each subject or paper and 60 per cent. of the aggregate of the marks of the Part.

5. The following are the subjects of examination:

I. Written Examinations

PART I

(1) *Drawing and Design*:
Geometrical Drawing.
Orthographic and Isometric Projections.
Designing.

(2) *Timber and Tools*:
The common timber trees of Ontario, their characteristics and uses.
Lumber, its preparation, care and defects.
Tools, their use and care.

PART II

(1) *Theory and Method*:
Relation of Manual Training to general education.
Methods of teaching Manual Training. Lesson plans for the different grades of various types of schools.

(2) *Drawing and Design*:
Paper similar to that of Part I but covering more advanced work.

(3) *Timber and Tools*:
Paper based on the work of the session and the books to be read.

CERTIFICATES IN VOCAL MUSIC AT THE UNIVERSITY OF TORONTO

1. (1) Candidates who have been duly admitted under Regulation 12, and who pass the examinations and other tests in Part I, as prescribed below, will be granted certificates as teachers of Elementary Vocal Music.

(2) Candidates who hold First or Second Class certificates, who have been duly admitted under Regulation 12, and who pass the examinations and other tests in Part I and II as prescribed below, will be granted certificates as Supervisors of Vocal Music in the Public and Separate Schools.

(3) Two summer courses will be required to complete Parts I and II. Part I must be taken before Part II.

COURSES OF STUDY

2. The following are the courses of study:

Part I

SIGHT SINGING

(From Tonic-Solfa and Staff Notations)

Major and Minor scales. Modulation to related keys. Rhythmic accentuation. Measures, simple and compound. The Pulse-unit and its varied divisions.

EAR TRAINING

Tone perception and analysis. Rhythm perception and analysis. Writing melodies when sung or played upon an instrument.

VOICE TRAINING

Vocal physiology. Breath control. Vocal registers. Resonance. Intonation. Enunciation and pronunciation. Peculiarities of the child voice.

SONGS

Unison, two and three-part songs. Expression and interpretation. Blending of parts. Adaption of songs to the various grades.

METHOD

Analysis of the course of instruction prescribed for Public and Separate Schools. Pedagogics of music teaching. Preparation of lesson plans. Practice teaching with classes of children.

Part II

SIGHT SINGING

(From Tonic-Solfa and Staff Notations)

Major, minor and chromatic scales.
Modulation, natural and extraneous.
Advanced time studies.

EAR TRAINING

Writing melodies when sung or played upon an instrument.
Writing outer parts of short harmonic sentences.
Detection and correction of errors in pupils' performance.

VOICE TRAINING

A continuation of the subjects prescribed above for Part I.
Treatment of the child voice before and during adolescence.

CHORUS TRAINING

Advanced part songs for equal and mixed voices.
Musical and verbal expression.
Technique of choral conducting.

METHOD

A continuation of the subjects described above for Part I.
Comparative analysis of recognized systems of teaching music in schools.

HARMONY

The common chord and its inversions.
The dominant seventh and its inversions.
Part writing and harmonization of melodies.

BOOKS RECOMMENDED

3. The following is a list of books recommended for reference; those marked with an asterisk are of special importance:

Part I

*The Standard Course. John Curwen Curwen & Sons, Ltd., London.	3s. 6d.
*Teacher's Handbook of Tonic-Solfa. Cringan Canada Publishing Co., Ltd., Toronto.	$ .50
*Educational Music Course. Cringan Canada Publishing Co., Ltd., Toronto.	.50
Singing in Elementary Schools. Watkins Curwen & Sons, Ltd.	1s.
*How to Teach the Staff notation. Mason Curwen & Sons, Ltd.	2s.
*Breathing for Voice Production. Hulbert Novello & Co., London.	2s. 6d.
How to Train Children's Voices. Hardy Curwen & Sons, Ltd.	1s.
The Singer's Guide. Adcock Curwen & Sons, Ltd.	1s.
Student's Musical History. Davey Curwen & Sons, Ltd.	1s. 6d.
Rudiments of Music. Cummings Novello & Co., London.	1s. 6d.
*A B C of Musical Theory. Dunstan Curwen & Sons, Ltd.	2s.

Part II

Voice Production. T. M. Mill J. B. Lippincott Co., Philadelphia.	$2.00
The Art of the Musician. Hanchett The Macmillan Company of Canada, Toronto.	1.50
*A Treatise on Harmony. Part I. Ainger Wm. Tyrrell & Co., Toronto.	1.25
Harmony and Counterpoint. Bertenshaw Longmans, Green Co., New York.	1.25

*The School Music Teacher. Evans and McNaught ..... 2s. 6d.
Curwen & Sons, Ltd.
*The Teacher's Manual. John Curwen ..... 4s.
Curwen & Sons, Ltd.
The Boy's Voice. J. Spencer Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.
*Musical Theory. Curwen ..... 3s. 6d.
Curwen & Sons, Ltd.
*Text-book of Harmony. Orkey ..... 3s.
Curwen & Sons, Ltd.
*How to Observe Harmony. Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.

Examinations

4. (1) The standing of students in Part I will be determined by their sessional work (max. 100), a practical examination in the work of the course (max. 100), and written examinations in Musical Theory and Methods (max. 100 each) The standing of students in Part II will be determined in the same way as in Part I, with the addition of a written examination in Harmony (max. 100).

(2) The percentage requirements for a pass in each Part are 40 per cent. of the marks in each subject or examination, and 60 per cent. of the aggregate of marks in the Part.

(3) The details of the examinations are as follows:

WRITTEN EXAMINATIONS

Part I

MUSICAL THEORY

Musical rudiments, expression marks, compass and management of children's voices, translating from tonic-solfa to staff notation, and *vice versa,* and writing melodies previously memorized.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and the courses of study in vocal music as prescribed by the Ontario Department of Education.

Part II

MUSICAL THEORY

Marks of expression, intervals, vocal physiology, advanced translation to either notation, and elements of musical form.

HARMONY

Harmonization of melodies and basses, chord analysis, including the common chord and the dominant seventh, in root position and inversions.

METHODS

Lesson plans for various grades, methods of voice training, solution of class-room problems, pedagogical principles underlying modern systems of teaching vocal music.

PRACTICAL EXAMINATIONS

Part I

SIGHT SINGING

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Tonic-Solfa modulator, a test containing leaps to any tones of the Major and Minor scales, and modulations of one and two removes.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa and Staff notations, the melody of a school song of moderate difficulty.

EAR TESTS

(*a*) Singing to *lah*, an example of ear test suited to any Public School Form indicated by the examiner.

(*b*) Naming the notes of a short test, sung to *lah* by the examiner, who will first give the key tone.

(*c*) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(*a*) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length, previously prepared.

(*b*) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing, as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

Part II

SIGHT SINGING

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Staff or Tonic-Solfa modulator, a test containing difficult intervals, and modulations of two and three removes, including chromatic tones.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing difficult rhythmic divisions.

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa notation, a melody containing extended modulation to the second remove, and the Tonic Minor, and another melody, of a less difficult character, written in the Staff notation.

EAR TESTS

(*a*) Writing, in both notations, the notes of a melody of four measures in length and containing simple pulse divisions, on hearing it sung to *lah* by the examiner, who will first give the key tone.

(*b*) Writing, in either notation, the upper and lower parts of a single chant, played upon an instrument.

MEMORY TESTS

(*a*) Solfaing, from memory, any one selected by the examiner, of four school songs containing simple modulations.

(*b*) Bringing copies of passages from standard compositions, containing examples of modulations of two and three removes, and singing from memory any one selected by the examiner.

VOICE TESTS

(*a*) Singing any Major, Minor or Chromatic scale in a suitable key.

(*b*) Singing the arpeggio of the Major, Minor or Dominant Seventh Chord.

(*c*) Singing, with appropriate expression and tone quality, a previously prepared song of the candidate's own selection.

CERTIFICATES IN PHYSICAL CULTURE AT LONDON, OTTAWA, AND TORONTO

COURSES

1. Summer courses have been arranged for between the Department of Education and the Department of Militia and Defence, Ottawa. If a sufficient number of duly qualified teachers apply for admission, such courses will be provided as follows, at London, Ottawa, and Toronto, leading to—

(1) Certificates granted by the Department of Education as follows:

(*a*) In Elementary Physical Culture.

(*b*) As Supervisors of Physical Culture.

(*c*) As Specialists in Physical Culture.

(2) Certificates granted by the Department of Militia and Defence as follows:

(*a*) Strathcona Grade B certificates;

(*b*) Cadet Instructors' certificates.

These military courses form part of the courses for the certificates in Physical Culture granted by the Department of Education.

SESSIONS

2.—(1) (*a*) The instruction for the above courses will include, for all male teachers, a preliminary course at the Camps at Niagara, Kingston, and London.

(*b*) The preliminary courses at Niagara and London will begin on June 29th and end on July 4th; that at Kingston will begin on July 6th and end on July 11th.

(2) The rest of the courses for male teachers and the courses for female teachers will begin at Toronto and London on July 6th, and end August 8th; those at Ottawa will begin on July 11th, and end about August 12th.

(3) Male teachers who have already qualified as Cadet Instructors, but who have not obtained the Strathcona Grade B certificate will also receive instruction at London, Ottawa, and Toronto.

(4) For the preliminary course at the Camps students should provide themselves with the following articles:

Light hat or cap, a light khaki uniform with trousers or in lieu thereof a pair of working trousers with flannel shirt, extra socks, bathing trunks, belt, rubber shoes (dark), good strong pair of boots, towel and soap, pillow and rug. In addition, such personal articles as they would ordinarily require.

NOTE.—The Militia Department supplies tents, blankets, rubber sheets, basins, etc.

ADMISSION QUALIFICATIONS

4.—(1) To qualify for admission to any of the courses applicants shall hold professional certificates qualifying them to teach in the schools of the provincial system.

(2) Students whose attendance, conduct, or sessional work is unsatisfactory to the Principal may be dismissed from the course at any stage.

REGISTRATION

5. All applicants shall present themselves for registration not later than the first day of the Session. The classes will be organized and the work will begin on the morning of the second day.

APPLICATION

6.—(1) Application for any of the courses shall be made in duplicate to the Deputy Minister of Education on or before June 6th.

(2) Forms of application for the different certificates were sent to each teacher last March. Others will be sent on application to the Deputy Minister of Education.

(3) All applying from the West or East of the Central District No. 2 shall fill up the form as applicants for District No. 1 or 3 as the case may be.

NOTE.—The Central District, No. 2, includes the counties of Lincoln, Welland, Haldimand, Norfolk, Brant, Wentworth, Halton, Peel, York, Ontario, Grey, Dufferin, Simcoe; Districts of Muskoka, Parry Sound, Algoma, Manitoulin, Sudbury, Timiskaming, and Nipissing north of Mattawa and French Rivers (including townships of Ferris and Bonfield).

(4) On receipt of the application at the Department of Education, if it is approved, notice will be sent to the officer commanding the division and all further particulars will then be forwarded to the applicant from that officer.

TRAVELLING EXPENSES AND BOARD

7.—(1) Transportation will be provided by the Department of Militia and Defence for all who take the Cadet Corps Instructor's course commencing on June 29th, at Niagara and London and on July 6th, at Kingston. This transportation will include passage both ways between the ordinary place of residence and London, Ottawa, or Toronto, as the case may be, and passage from Niagara or Kingston to Toronto or Ottawa, as the case may be.

(2) Male teachers who attend the Cadet Instructors' Course at London, Ottawa and Toronto and who are successful at the final examination will receive $1.00 per day as allowance and $1.00 per day for subsistence from the Department of Militia and Defence.

(3) All female teachers who are successful at the final examination for Strathcona Grade B certificates will be paid a bonus of $15 by the Department of Militia and Defence.

(4) All teachers who hold Cadet Corps certificates and who do not hold the Strathcona B certificate will be allowed a bonus of $15 by the Department of Militia and Defence on taking the course and passing the examination prescribed therefor.

CERTIFICATES

Department of Education

8.—(1) Candidates who have been duly admitted, and who pass the examinations and other tests in Part I, as prescribed below, will be granted by the Department of Education certificates as teachers of Elementary Physical Culture.

(2) Candidates who hold First or Second Class certificates, who have been duly admitted to the examination and who pass the examinations and other tests in Parts I and II, as prescribed below, will be granted certificates as Supervisors of Physical Culture.

(3) Candidates who hold at least First Class or High School Assistant's certificates, who have been duly admitted to the examination, and who pass the examinations and other tests in Parts I and II as prescribed below, will be granted certificates as Specialists in Physical Culture.

(4) The certificate in Elementary Physical Culture granted under High School Regulation 8 (1) will not be accepted in lieu of the examination in Part I, prescribed below, for Specialists' or Supervisors' certificates.

(5) (*a*) Certificates obtained in Summer Courses at the University of Toronto subsequently to 1907 or in the Special Course for Physical Culture at the same University may be accepted by the Minister of Education as entitling the holders, if otherwise qualified, to pass standing in Part I or to certificates in Elementary Physical Culture.

(*b*) Subject to such exemptions as may be granted by the Minister under these provisions, the work for the certificate in Elementary Physical Culture may be completed in one Summer Course, that for the Supervisor's or Specialist's certificate in two Summer Courses.

(*c*) The holders of Strathcona Grade B Cadet certificates may be exempted from such exercises and examinations as are covered by said certificates.

(6) (*a*) The certificates granted by the Department of Education at the above examinations will be Interim and valid for two years from the date of issue.

(*b*) On application to the Deputy Minister the Interim certificates will be made permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully thereon for at least two years.

(*c*) An Interim certificate may be extended from year to year by the Minister on the application of the holder thereof.

DEPARTMENT OF MILITIA AND DEFENCE

9. Candidates who have been duly admitted, and who pass the examinations and other tests prescribed will be granted by the Department of Militia and Defence, Ottawa, (1) Strathcona Grade B Certificates; and (2) Cadet Instructors' Certificates, Grade A, which will qualify the holders for the rank of Lieutenant in the Active Militia and for a Cadet Instructorship.

COURSES OF STUDY

10. The following are the courses in Parts I and II:

Part I

PRINCIPLES

FOR MEN AND WOMEN

(1) Anatomy:

Bone, composition, classification.
Bones of upper extremity.
Bones of vertebral column.
Bones of the head.
Bones of abdomen and thorax.
Bones of lower extremity.
Joints—classification and description of variety of movable joints.
Importance of joints.
Muscle—varieties.
Origin, insertion and action.
Digestive system—stomach, liver, etc.
Circulatory system—heart, arteries, veins, etc.
Respiratory system.
Nervous system.

(2) Physiology:

Oxidation and waste, metabolism.
Blood, composition, quality, the heart beat.
Respiration—mechanism, changes in the lungs, in the tissues.
Nervous mechanism of respiration.
Physiology of muscle.
Digestion:
Digestive juices.
Function of saliva, gastric juice, pancreatic juice, and bile.
Succus entericus.
Changes in the food in the alimentary canal.
Lymph—movements.
Absorption.
Nutrition:
Comparison of income and output of material.
Animal heat.
Diet.

(3) First aid to the injured.

Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heat stroke, poisons, bandaging.

PRACTICE

FOR MEN ONLY

(1) Mutual Instruction in Calisthenics.

Dumb bells { (a) Roberts. (b) Sandow. (c) Barton.

Wands { (a) Elementary. (b) Barton. (c) Anderson (twist wand drill).

Clubs—class club-swinging.

(2) Elementary exercises on following apparatus.
Horse: vaults—Flank. Front. Rear. Screw. Squat. Straddle. Wolf.
Mats:—Jumps and hops. Jumps and hops with turns. Front and back rolls.
Vaulting bar: vaults—same as on horse.
Underswings. Underswings with turns.
Buck: vaults—same as on horse and vaulting bar.

(3) Indoor games—course to enable teachers to coach and referee the following games: (a) Basket ball. (b) Indoor baseball. (c) Volley ball.

(4) Outdoor athletics—
Field and track sports—course to enable teachers to coach and direct athletic meets: (a) Starting. (b) Sprinting. (c) Running. (d) Broad jump. (e) High jump. (f) Shot put. (g) Hurdles.

FOR WOMEN ONLY

(1) Squad drill—formation of fours. Marching. Wheeling. Turnings.

(2) Basic fancy steps.
Rhythmical balance exercises.

(3) Free hand exercises, including Strathcona Trust exercises.
Dumb bell drills (a) elementary. (b) advanced.
Wand drills (a) Barton. (b) Anderson's twist-drill.
Club—Class swinging.

(4) Elementary exercises on the following apparatus:
Horse, mats, vaulting bar and buck.

(5) Indoor athletic sports: (a) Running races. (b) Gymnasium games. (c) Schoolroom games.

(6) Swimming.

Part II

PRINCIPLES

FOR MEN AND WOMEN

(1) Hygiene and sanitation: Air, water, food, ventilation; school, dwelling, and camp hygiene; kitchen waste and sewage disposal.

(2) Physiology of exercise: Combustion. Fatigue. Breathlessness. Stiffness. Overwork. Effects of training. General effect of exercise. Mental work.

(3) Anthropometry: Parts to be measured. Instruments necessary. The average physique. The ideal physique.

(4) Body building:
Exercises for neck, chest, arms, forearms, upper back, lower back, thigh, leg.

(5) Corrective work:
Exercises for round shoulders, low shoulder, high shoulder, spinal curvature, uneven hips, poor circulation, deficient lung capacity, constipation.

FOR MEN ONLY

(6) (*a*) Discipline and military law. (*b*) duties. (*c*) Interior economy. (*d*) Theory of rifle and its practical application.

PRACTICE

FOR MEN ONLY

(1) Mutual Instruction in the Calisthenics of Part I.
(2) 1st and 2nd grade exercises on the following apparatus:
Horse—Vaults. Feints. Circles. Combinations of vaults, feints and circles. Thief jump—with turns.
Matts: Rolls. Dives. Cartwheels. Head stands. Hand stands. Hand springs.
Parallel Bars: Rests. Seats. Walks. Jumps. Vaults. Spreads.
Horizontal Bar: Grasps—Ordinary. Reversed. Combined.
Rest—Free. Riding.
Circles—Knee. Seat.
Underswings.
Ladder—Hangs. Walks. Swings.
Rings—Hanging stand. Hammock hangs. Pull ups. Hangs with pull ups and leg expressions.
(3) Corrective apparatus—use of same.
(4) Outdoor athletic games—course to enable teachers to coach and referee the following games: Lacrosse. Hockey. Rugby. Soccer. Baseball.
(5) Swimming—including life-saving methods and Schafer method of resuscitation.
(6) Boxing, fencing and single sticks.
(7) (*a*) Drills—squad and company drill.
(*b*) Exercises—rifle and musketry practice, skirmishing.
(*c*) Miscellaneous—ceremonial, drawing and returning swords, saluting with the sword.
Signalling: An elementary knowledge of signalling.
Sub-target gun—ability to instruct in use of sub-target guns.

FOR WOMEN ONLY

(1) Mutual instruction in calisthenics, freehand, dumb bells, wands and clubs.
(3) Folk dances.
(4) Figure marching.
(5) Athletic games—course to enable teachers to coach and referee the following games: (a) Basket ball. (b) Indoor baseball. (c) Volley ball.
(6) Fencing.
(7) Swimming.

Examinations

11.—(1) Written and practical examinations will be held at the close of the Session at London, Ottawa, and Toronto for the certificates granted by the Department of Education, Toronto, and the Department of Militia and Defence, Ottawa.

(2) To qualify for admission to the examinations, the candidates shall have completed the course concerned.

(3) The standing of students in each Part will be determined as follows:

(*a*) By sessional work which will be regarded as two subjects (max. 100 each).

(*b*) By final practical tests which will be regarded as two subjects (max. 100 each), and

(*c*) By final written examinations which will be regarded as four subjects or papers (max. 100 each).

(2) The percentage requirements will be 40 per cent. of the marks of each subject and 60 per cent. of the aggregate of marks for the Part.

Books of Reference

12. The following list of books is recommended for reference; the last three may be obtained at the Department of Militia and Defence, Ottawa: those marked with an asterisk are of special importance.

*The Syllabus of Physical Exercises for Public Elementary Schools (Strathcona Trust). Copp, Clark, & Co., Toronto ..... $ .25

*Physical Training, Including First Aid to the Injured and Military Drill. By Jas. W. Barton, M.D., Physical Director in the University of Toronto. Musson Book Co., Toronto ..... .75

At Home in the Water. By Geo. H. Corsan, Swimming Instructor, University of Toronto. Association Men Press, New York City ..... .75

Handbook of Rhythmical Balance Exercises. Grannis Press, New York City. 1.50

The Folk Dance Book. A. S. Barnes & Co., New York City 1.50

*Infantry Training, 1912 ..... .25

*Rifle Exercises. Ross ..... .25

*Manual of Signalling ..... .25

SUMMER COURSES

Following is a full list of the Summer Courses to be provided by the Department of Education.

If a sufficient number of duly qualified teachers apply for admission, the following Summer Courses will be provided:

(1) At the Ontario Agricultural College, Guelph, leading to—

(*a*) Certificates in Elementary Agriculture and Horticulture. Part II in 1914.

(*b*) Intermediate certificates in Agriculture.

A conference for Ontario rural teachers will also be held as provided in the syllabus. See page 357.

(2) At the Ontario College of Art, Toronto, leading to certificates—

(*a*) In Elementary Art.

(*b*) As Art Supervisors.

(*c*) As Art Specialists.

(3) At the University of Toronto, leading to certificates—

(*a*) In Elementary Household Science. Part I in 1914.

(*b*) In Elementary Manual Training.

(*c*) In Elementary Vocal Music.

(*d*) As Supervisors of Vocal Music.
(*e*) In the Elementary Commercial subjects.
(*f*) As Commercial Specialists. Part I or II or both Parts in 1914, as may be determined by the number of applicants.
(*g*) For admission to the Normal Schools (Middle School). Part B in 1914, Part A in 1915.
(*h*) For admission to the Faculties of Education (Upper School). Parts C and D in 1914, Parts A and B in 1915.

(4) At London, Ottawa, and Toronto, leading to—
(*a*) Certificates granted by the Department of Education as follows:
(i) In Elementary Physical Culture.
(ii) As Supervisors of Physical Culture.
(iii) As Specialists in Physical Culture.
(*b*) Certificates granted by the Department of Militia and Defence as follows:
(i) Strathcona Grade B certificates.
(ii) Cadet Instructors' certificates.

NOTES: 1.—For full particulars as to the Summer Course in Agriculture and Horticulture, Art, Household Science, Manual Training, Vocal Music, Commercial subjects, and for admission to the Normal Schools and Faculties of Education, see the pamphlet entitled "Spring and Summer Courses and Examinations," issued last March.

2. Application for admission to the courses detailed under (1), (2) and (3) above should be careful to apply not later than May 30; applicants for admission to the courses detailed under (4) above, not later than June 6th.

ADMISSION TO THE NORMAL SCHOOLS AND THE FACULTIES OF EDUCATION AT THE UNIVERSITY OF TORONTO

EXAMINATIONS

1. (1) In the case of all candidates who are actually and regularly engaged in teaching, the official form of application, when English Literature is one of the subjects of the examination, shall include a certificate, signed by the applicant, that he has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English literature, two in prose and two in poetry, the names of which shall be given in said certificate.

(2) (*a*) In the case of candidates in attendance at the Summer Courses, the official form of application shall include a statement by the Principal thereof that the candidate has taken up practically under the personal supervision of the Science instructor and as prescribed by the Regulations, the Summer Courses in the different Departments of Science included in his examination.

(*b*) In the case of all other candidates satisfactory evidence must be presented with their applications to show that they have taken up the same courses practically, under the personal supervision of a competent instructor. Unless these conditions as to Literature and Science are complied with, the applicant will not be admitted to the examinations in these subjects.

(3) To pass in any Part, candidates must make 40 per cent. of the marks assigned to each paper in that Part and 60 per cent. of the aggregate of the marks of the Part.

(4) Unsuccessful candidates at any of the examinations who obtain the minimum in all but one subject of a part with an average of sixty per cent. on said subjects will be given credit therefor, provided that on the remaining subject they obtain not less than twenty-five per cent. of the marks assigned thereto, and that they include the examination on that subject in the examination on a part subsequently taken.

SUMMER SCHOOL COURSES

2. The following are the divisions of the August examinations permitted by the Department to candidates duly admitted under Regulation 12.

Middle School Examination for Admission to the Normal Schools

Subject to the condition that the August examination will include only the part covered in the Summer Course, the candidate who is actually and regularly engaged in teaching may take the following parts in either order:—

Part A: Algebra, Geometry, English Literature, and English Composition.

Part B: Chemistry, Physics, Ancient History, and British and Canadian History.

Upper School Examination for Admission to the Faculties of Education

Subject to the condition that the August examination will include only the two parts covered in the Summer Course, the candidate who is actually and regularly engaged in teaching may take one or more of the following parts in any year and in any order; he must take at least three parts while teaching:

Part A: English Composition and Rhetoric, Algebra, Geometry.

Part B: English Literature, Mediaeval History, Trigonometry.

Part C: Modern History, Latin, Physics.

Part D: Biology, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

COURSES OF STUDY

3. The details of the Summer School Courses of Study are the same as those prescribed in the High and the Continuation School Regulations, a copy of which the candidate may obtain on application to the Deputy Minister of Education.

APPENDIX—SPECIAL GRANTS TO SCHOOL BOARDS AND TEACHERS

In order to encourage in the Schools of the Provincial system, the teaching of Agriculture and Horticulture, Art, Household Science, Manual Training, Music, and Physical Culture, the following special grants are made to School Boards and Teachers on the conditions specified in each case:

HIGH AND CONTINUATION SCHOOLS

Art

MIDDLE SCHOOL

On the following conditions, an annual grant of $50 will be made by the Department of Education to the Board of a High or Continuation School, to be spent in the purchase of pictures for the School, and of $100 to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art from the Department, and with an additional $100 if he holds also the diploma of A.O.C.A. from the Ontario College of Art:

1. The Board shall spend at least $50 in addition to the Government grant for the purchase of pictures for the School.

2. The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

3. The Course shall extend over at least one school year, and the provision therefor in the time-table shall be at least three periods a week of one hour each, one of which may be taken out of doors for landscape drawing and painting.

4. The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

Agriculture

LOWER SCHOOL

1. (1) To a High or Continuation School Board the Department of Education will pay, on the Director's recommendation, an annual grant of $100 when a course in Agriculture in the Lower School is carried on throughout the calendar year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. If the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown, provided an effort is made to have the work of the year completed satisfactorily to the Director.

(2) To the teacher conducting the work satisfactorily throughout the calendar year, the Department will pay on the Director's recommendation, an annual grant of $75.00; to a teacher conducting the work only to summer holidays the proportion of the grant will be $40.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $30.00. To the teacher who has taken the first year's course leading to the Intermediate certificate in Agriculture at the Ontario Agricultural College and who undertakes to complete the course for the certificate the year following the grant of $75.00 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

2. (1) To the School Board which maintains experimental and demonstration plots as described in the circular, an additional grant not to exceed $25.00 will be paid; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work.

(2) To the teacher conducting the experimental and demonstration plots satisfactorily throughout the calendar year for the practical instruction of the pupils and the benefit of the community at large, an additional annual grant of $25.00 will be paid, with no portion paid for carrying on this work during only part of the year.

MIDDLE SCHOOL

When a course is maintained in Agriculture in the Middle School of a High School—

1. An annual grant not exceeding $100 will be paid by the Department to the Board of Trustees.

2. An annual grant of $75.00 will be paid to the teacher for the full calendar year, or of $40.00 for conducting the work up to the end of June and of $30.00 for the remainder of the year.

3. For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction, an additional grant of $25.00 will be paid to the teacher and of $25.00 to the Board of Trustees.

LOWER AND MIDDLE SCHOOL

When the work in the Lower and Middle School is carried out satisfactorily at a school by the County Agricultural Representative instead of by a regular science teacher holding the Intermediate Certificate in Agriculture and Horticulture, he will be paid the grants specified for teachers above. For carrying on the work in additional schools, the Agricultural Representatives will be paid one-half of the regular grant for each.

PUBLIC AND SEPARATE SCHOOLS

Art

On the report of an Inspector designated for the purpose by the Minister, that the supervision, accommodations, equipment, organization, teaching, and the pupils' work are satisfactory:—

1. (1) An annual grant of $100.00 will be paid to the supervisor of the Art work who holds an Art Supervisor's certificate from the Department of Education, and whose whole time is given to the work of such supervision, with an additional $100.00 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art; and—

(2) An annual grant of $50.00 will be paid by the Department of Education to a Public or a Separate School Board which employs a teacher qualified as in (1) above, provided the Board spends said sum and at least an equal amount in the purchase of pictures for its schools.

2. (1) An annual grant of $30.00 will be paid by the Department of Education to the teacher in a Public or Separate School who holds a certificate in Elementary Art from the Department of Education and who has general charge of the Art work in the school; and—

(2) An annual grant of $25.00 will be paid by the Department of Education to the Public or Separate School Board for each school in which a teacher qualified as in (1) above is employed, provided the Board spends the said sum and at least an equal amount in the purchase of pictures for the school.

Household Science

SPECIAL PROVISIONS FOR RURAL AND VILLAGE SCHOOLS

1. The Public or Separate School Board of Trustees of a village or rural school which is unable to avail itself of the provisions of the General Regulations but which maintains classes in Elementary Household Science satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, will be paid by the Department of Education an initial grant of $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in the subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. On the report of the Inspector of Household Science that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Department out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Household Science, and who gives instruction in accordance with the Regulations of the Department of Education.

Manual Training

SPECIAL PROVISIONS FOR RURAL AND VILLAGE SCHOOLS

1. The Public or Separate School Board of Trustees of a rural or village school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Manual Training, satisfactory to the Minister of Education, employs a teacher with a Departmental certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, will be paid by the Department of Education an initial grant of $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in this subject; said grant to be expended on the maintenance of the classes. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. On the report of the Inspector of Manual Training that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Department also out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Manual Training, and who gives instruction in accordance with the regulations of the Department of Education.

Music

On the report of an Inspector designated for the purpose by the Minister that the supervision, accommodations, equipment, organization and teaching, and the pupils' proficiency are satisfactory:

1. (1) An annual grant of $100 will be paid to the Supervisor who holds a Music Supervisor's certificate granted by the Department of Education and whose whole time is given to the work in the schools; and—

(2) An annual grant of $50 will be paid by the Department of Education to a Public or Separate School Board which employs a teacher qualified as in (1) above, provided the Board spends said sum and at least an equal amount in providing equipment for the teaching of Music in its schools.

2. (1) An annual grant of $30 will be paid by the Department of Education to the teacher in a Public or Separate School who holds a certificate in Elementary Music from the Department of Education and who has general charge of the teaching of Music in the school; and—

(2) An annual grant of $25 will be paid to the Public or Separate School Board for each school in which a teacher is employed qualified as in (1) above, provided that the Board spends said sum and at least an equal amount in providing equipment in Music for said school.

Agriculture

GENERAL PROVISIONS FOR RURAL AND VILLAGE SCHOOLS

1. To a Public or Separate School Board employing a teacher certificated in agriculture, the Department of Education will pay, on the Director's recommendation an initial grant of $50.00 and an annual grant thereafter of $30.00, when the work is carried on throughout the year: in neither case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. If the teacher leaves at the summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown provided an effort is made to have the work of the year completed satisfactorily to the Director.

2. To the teacher conducting the work satisfactorily throughout the year (January to December) an annual grant of $30.00 will be paid; to a teacher conducting the work only to summer holidays, the proportion of the grant will be $15.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $12.00. To the teacher who has taken the first year's Summer Course at the Ontario Agricultural College and completes the second year's Summer Course for the certificate during the year, the grant of $30 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

NOTE.—Grants for the teaching of agriculture are also paid to school boards and teachers, even though the teacher is not certificated in Agriculture. See Circular 13.

PUBLIC, SEPARATE, HIGH, AND CONTINUATION SCHOOLS

Physical Culture

1. For the training during the school year in a High, Public or Separate school of a Cadet Corps an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(1) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(2) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(3) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(4) The allowance will be calculated on the number of enrolled cadets present at the annual inspection; and, in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(5) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(6) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

2. Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

3. A grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, upon the certificate of the Inspecting Officer to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

4. Where a Cadet Corps has been duly established in connection with a Public, Separate, High or Continuation School or a Collegiate Institute, an additional annual grant of $50 will be paid to the School Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who, in the case of the Public and Separate Schools shall be at least fourteen years of age and not over eighteen, and in the case of the High Schools and Collegiate Institutes at least sixteen and not over eighteen.

(2) The work in Physical Culture of the whole school shall have been reported to the Minister of Education as satisfactory by the visiting School Inspector.

(3) The grant of $50 shall be spent as an addition to the teacher's ordinary salary or on the equipment of the Cadet Corps as the Board may determine.

Contingency of Grants by Ontario Department of Education

If in any year the amount voted by the Legislature of Ontario for any of the above services is insufficient to pay the grants in full, or if there is a balance over, the Minister of Education may make a *pro rata* reduction or increase in the case of such grants.

March, 1914.

FIFTH CLASSES (FIFTH FORMS)—REVISED REGULATIONS

(Circular No. 37)

ORGANISED COUNTIES

General Regulations

I. COUNTY AND LEGISLATIVE GRANTS

1. The yearly apportionment by the Minister of Education of the Legislative Grant to each Fifth Form in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

Notes: 1. If the Legislative Grant is not sufficient for, or if there is a balance over, the apportionment on the bases provided below, the Minister may make a *pro rata* adjustment of the total in the case of each class.

2. The object of the grants is to assist School Boards to provide an adequate education for the children of the locality, not simply to reduce the local school rates. The Departmental scheme of apportionment helps those that help themselves.

2. (1) All sums received by a Board of Trustees from the Legislature and the County as a Fifth Form grant shall be expended on the salaries and equipment of said School or Form alone.

(2) On or before July 15th, of each year—

(*a*) A financial statement shall be submitted through the Inspector concerned by each Board to the Minister of Education, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require; and

(*b*) As a condition of the payment of the Legislative Grant, the Inspectors concerned shall certify, in a form to be provided by the Department of Education, that, to the best of their knowledge and belief, the provisions of the Regulations have been fully complied with.

NOTE.—Besides inspecting the time table at each of his visits, the Inspector should require the Principal to submit to him by the close of the year or on a change in the principalship, a copy thereof, with a statement and explanation of any changes made therein during the preceding session.

II. EQUIPMENT

3. (1) The equipment for a Fifth Form shall be for the Special needs of such school or form and shall be approved from time to time by the Inspector of Public, or Separate Schools, as the case may be.

(2) The date at which the minimum equipment of Fifth Forms shall be imperative shall be at the discretion of the Minister of Education, on the report of the Inspector of Public, or Separate Schools, as the case may be.

(3) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Public or Separate Schools, as the case may be.

NOTES: 1. Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus for teaching Science. In rural school sections the course in Science, with its Agricultural applications, should be made a prominent one. The work in Art, including the drawing of building and other plans, is also important. *For teachers who are not properly qualified in Art and Science, the Minister provides at the University of Toronto free Summer School classes.*

2. At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the Principal responsible; and, on a change of Principal, it should investigate the condition of the equipment.

3. The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for Fifth Forms. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the Inspectors as often as may be rendered necessary by the condition of the said items.

III. TEACHERS' QUALIFICATIONS

4. A teacher who was qualified for a Fifth Form under the Regulations of 1907 shall remain qualified under the same School Board for the Fifth Form in which he is now teaching.

5. (1) Before appointing a teacher, Boards of Trustees should consult the Inspector of Public or Separate Schools, as the case may be, in order that all the necessary subjects of study may be adequately provided for.

(2) When after due advertisement and offering the highest salary it is able to afford, a Board of Trustees is unable to obtain a legally qualified teacher, a temporary certificate, valid for the current half-year, may be granted by the Minister of Education, on the report of the Inspector concerned, to a suitable person, on application of said Board through the Public or the Separate School Inspector.

Special Regulations

I. MINIMUM REQUIREMENTS

6. A Fifth Form which complies with the following conditions shall be entitled to share in the Legislative Grant to Fifth Forms in accordance with the following regulations:

(1) The Fifth Form shall not be situated in a municipality or school section in which there is a High School, or a Continuation School established under Part II of *The Continuation Schools Act of 1909.*

(2) (*a*) The Course of study shall be that prescribed for the Fifth Form of the Public Schools, of which the following subjects are obligatory:

Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, Art, and Elementary Science.

(*b*) From the other subjects of the Fifth Form and the subjects of the High School Middle School, the Principal may select, with the approval of the Public or Separate School Inspector, as the case may be, communicated in writing to said Principal, such subjects or such parts of the courses therein as may suit the requirements of the locality and be within the competency of the teacher.

NOTES: 1.—Notice of the proposed Middle School subjects shall be sent by the Principal to the Inspector of Public or Separate Schools concerned, before the classes in such work are organized, with particulars as to the special equipment, and the special qualifications of the teacher for such work, and also of the said Middle School work proposed and the provision therefor in the time-table of the school.

2. No Legislative Grant will be paid schools which take up work higher than that of the Fifth Form unless the provision for Forms I-V of the Public School course as well as for the Middle School subjects is satisfactory. *Schools shall not be allowed to take up special work for which the provision is inadequate or to sacrifice therefor the interests of the regular classes of the Public School.*

(3) At least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

NOTE.—Pupils may also be admitted to a Fifth Form on the report of the Principal, approved by the Public School Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average. Under this provision pupils may attend all or some of the classes during the winter months.

(4) A teacher with at least a permanent Provincial Second Class certificate.

(5) (*a*) Special equipment of at least the following minimum values:

Library, $50; Scientific apparatus, $50; Maps and Charts, $15; Art Models and supplies, $15.

(*b*) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.

NOTES: 1. On application to the Deputy Minister, lists may be obtained of suitable equipment.

2. *As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.*

II. APPORTIONMENT OF THE LEGISLATIVE GRANT

7. In addition to the General and the Special Legislative Grants to Public and Separate Schools, Rural and Urban Fifth Forms which comply with the foregoing minimum conditions shall receive their share of the Legislative Grant to Fifth Forms, apportioned on the following bases:

1. Fixed Grants

(*a*) $25 for Grade A: that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the fourth and higher forms;

(*b*) $20 for Grade B; that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the third, fourth, and higher forms; and

(*c*) $10 for Grade C; that is, for other Public or Separate School Fifth Forms which have complied with the minimum requirements set forth in Regulation 15 above.

2. On the Value of the Special Equipment

10 per cent. on the approved value, the maximum value recognized being as follows:

Library, $200; Scientific Apparatus, $200; Maps, Charts, and Tellurian, $50; Art Models and supplies, $50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid by the Minister, on the recommendation of the Inspector concerned.

3. On Salaries

(*a*) In the case of Grade A, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

10 per cent. of the excess of the principal's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $30.

For Urban Schools.

30 per cent. of the excess of the principal's salary over $400. Maximum Grant, $60.

For Urban and Rural Schools.

30 per cent. of the excess of the principal's salary over $600. Maximum Grant, $120.

(b) In the case of Grades B and C, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

5 per cent. of the excess of the teacher's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $15.

For Urban Schools.

25 per cent. of the excess of the teacher's salary over $400. Maximum Grant, $50.

For Urban and Rural Schools.

30 per cent. of the excess of the teacher's salary over $600. Maximum Grant, $60.

4. On the Grade of the Teachers' Certificates

(*a*) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the teacher's certificate and the length of his successful experience, $10 shall be paid to a teacher who holds a permanent Provincial First Class Public School Certificate, or to a teacher who, in addition to a permanent Provincial Second Class Certificate holds a degree in Arts from a British University.

(*b*) When the teacher has taught during the preceding year with the certificate specified in (*a*) or (*b*) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*c*) The status and the competency of the teacher shall in each case be attested by the Inspector of Public or Separate Schools as the case may be.

THE DISTRICTS

8. The yearly apportionment by the Minister of Education of the Legislative Grant to each Fifth Form in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

NOTE.—No county equipment is available in the Districts.

REGULATIONS AND COURSES FOR THE ONTARIO SUMMER MODEL SCHOOLS, 1914

(Circular No. 4B)

Location and Purpose

1. (1) The Summer Model Schools are located at Bracebridge, Gore Bay, Ottawa, Port Arthur, Sharbot Lake, and Sturgeon Falls.

(2) The purpose of these Schools is to prepare teachers for District and Third Class certificates; the Schools at Ottawa and Sturgeon Falls, for certificates valid in English-French Schools, and those at Bracebridge, Gore Bay, Port Arthur, and Sharbot Lake for certificates valid in the English Schools (*a*) of the District and (*b*) of the poorer parts of the Counties, to be designated by the Minister. A list of the inspectorates concerned may be obtained on application to the Deputy Minister.

Session

2. (1) The session of the Summer Model Schools will begin on the second day of July, 1914, at 1.30 p.m., and will end on the seventh day of August, 1914, and will be followed immediately by the final examinations, which will end not later than the thirteenth day of August.

(2) The daily session shall be one of four and a half hours, exclusive of recesses. Saturday shall be a half holiday.

COURSE OF STUDY

Professional

3. There are two professional courses at each Summer Model School, the first for new teachers-in-training, and the second for those who have already taken the first course, and are qualified as prescribed in Regulation 5 (7) below.

Academic

4. To assist those who are actually engaged in teaching to prepare themselves for admission to the Second course of the Summer Model Schools an academic Summer course will be provided at one or more of the Summer Model Schools, if a sufficient number apply for admission. The session will be of the same length as that of the Summer Model Schools.

Conditions of Admission

General

5. (1) Application for admission to a Summer Model School shall be made to the Deputy Minister not later than June 20th on a form to be supplied by him.

(2) The applicant shall forward with his application to the Deputy Mininster on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he will be at least seventeen years of age before September 1st, 1914.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(3) Applicants who do not hold Model School Entrance or higher academic certificates, shall submit with their applications in addition to the above a recommendation for admission from the Inspector under whom they last taught or are now teaching.

(4) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he will not be admitted.

First Professional Course

(5) For admission to the First Professional Course the applicant shall submit with his application one of the following:—

(*a*) A Temporary certificate issued by the Department of Education.

(*b*) A certificate of Entrance into a Model School obtained in 1908 or subsequently, or an equivalent or higher Ontario certificate.

Academic Course

(6) For admission to the Academic Course the applicant shall submit with his application a District certificate (or Statement of Standing) obtained after attendance at the First Course of a Summer Model School.

Second Professional Course

(7) For admission to the Second Professional Course, the applicant shall submit with his application one of the following:—

(*a*) An expired Third Class certificate obtained after attendance at a Model School.

(*b*) A certificate of Entrance into a Model School or an equivalent or higher Ontario certificate together with a District certificate (or Statement of Standing) obtained after attendance at the First Professional Course of a Summer Model School.

(*c*) A certificate that he has completed satisfactorily the academic course of a Summer Model School.

Special Provision for English-French Schools

(8) In the case of the English-French Summer Schools a Brevet d'Ecole Modèle or a Brevet d'Ecole Académique will be accepted as an equivalent for a certificate of Entrance into a Model School.

(9) (*a*) Before admission to either of the English-French Summer Schools, each candidate shall pass at the school—

(i) An oral examination in English and French Reading and Conversation; and—

(ii) A written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for entrance into the English-French Model Schools.

(*b*) The examinations prescribed in (*a*) above shall be held on July 3rd, by the staff of the School.

Allowance for Board and Travelling

6.—(1) (*a*) The Department of Education will pay $3.00 a week, for a period not exceeding six weeks, of the cost of board and lodging of all students who have been in attendance at a Summer School, whose ordinary place of residence is more than three miles from the School, and who, before admission, undertake, if successful, to teach as provided in 1 (2) above, for at least the academic year, beginning September 1, 1914, and ending June 29, 1915.

(*b*) The Department will also refund the cost to them of one single Railway or Boat Fare and one third to the Summer School from the Railway Station or Wharf nearest their last school or their home, according to the point of departure. The foregoing allowance will be paid on the report of the Principal after the close of the session.

(2) Students are required to obtain, whenever possible, tourist return tickets, and, where tourists rates are not given, a ticket only for one way should be purchased. In every case a certificate should be obtained by the student from the ticket agent, showing the point from which the ticket was purchased and the charge made for the same.

These certificates should be deposited with the Principal upon the student's arrival at the school.

Duties of Principal

7. Subject to the Regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible to the Minister for the efficiency of the school.

Duties of Teachers-in-Training

8.—(1) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(2) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is un-

satisfactory, may, if he so decides, be dismissed by the Principal at any time during the course from further attendance.

Text-Books

For the First and Second Professional Courses

9.—(1) For the First and Second Professional Courses, teachers-in-training shall come to the school provided with the following:—

The Regulations and Course of Study of the Public and Separate Schools (free).

The Ontario Public Health Act and Regulations (free).

The Text-books prescribed for the Public and Separate Schools.

The Readers in Geography (50 cts.), *History* (35 cts.), *and Hygiene* (25 cts.) *recommended for Form III.* The Copp. Clark Co., Toronto.

The Ontario Writing Course (5 cts.). E. H. Harcourt Co., Toronto.

Prang: *Text-books of Art Education,* 2nd (25 cts.), and 7th (55 cts.). The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art* (25 cts.). The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools (25 cts.). The Copp, Clark Co., Toronto.

Manners (25 cts.). McClelland and Goodchild, Toronto.

NOTE.—Teachers of Roman Catholic Separate Schools may substitute the Canadian Catholic School Readers, The Copp, Clark Co., Toronto, for the Ontario Public School Readers.

Additional for the Second Professional Course

(2) For the Second Professional Course, teachers-in-training shall provide themselves with the following, in addition:—

McMurry: *The Method of the Recitation* (75 cts.). The Macmillan Co. of Canada.

Gordy: *Psychology* ($1.25). The Copp, Clark Co., Toronto.

Millar: *School Management* ($1.00). William Briggs, Toronto.

NOTE.—The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.

For the Academic Course

(3) For the Academic Course teachers-in-training shall provide themselves with the authorized High School text-books necessary for preparation for Entrance in the Model Schools.

Organization of the Courses

I. PROFESSIONAL

10. From the point of view of class work:

(1) The academic side should be emphasized in the First Course.

(2) The following subjects are regarded as of prime importance in both courses:

Educational Principles and General Methodology; School Organization and Management: Special Methodology in Oral and Written Composition, Spelling, Literature, Grammar, History, Geography, Arithmetic, Writing and Reading;

(3) The provision in the time-table for the foregoing shall be as follows, subject to modification in accordance with the conditions of each school:—

First Course

Educational Principles and General Methodology	8 hours.
School Organization and Management	10 "
Oral and Written Composition	10 "
Spelling	4 "
Literature	10 "
Grammar	8 "
History	6 "
Geography	8 "
Arithmetic	14 "
Writing	4 "
Reading	12 "

Second Course

Educational Principles and Methodology	12 hours.
School Organization and Management	10 "
Oral and Written Composition	8 "
Spelling	2 "
Literature	8 "
Grammar	8 "
History	10 "
Geography	10 "
Arithmetic	10 "
Writing	2 "
Reading	8 "

(4) As much class-instruction and direction shall be given in each of the following subjects as time will permit, and the responsibility for carrying on the course in each, with the aid of the text-book, shall devolve on the teacher-in-training:

Physiology and Hygiene, Nature Study, Art, Physical Culture, Music, and School Law and Regulations.

II. ACADEMIC

11. The Academic Course will be that prescribed for Lower School examination for admission to the Model Schools or such parts of the course as appear to the Principal to be necessary for such examination. The extent of the course in each subject is also at the discretion of the Principal.

NOTE.—Probably, in most of the subjects of the courses, half-hour lessons would be sufficient. Provision should be made for class and home exercises, including lesson plans.

EXAMINATIONS AND CERTIFICATES

First Professional Course

12. District certificates valid for one year as defined in 1 (2) above, will be granted on the results of the examinations which shall be held immediately after the close of the First Course, in accordance with the following scheme, on papers prepared by the staffs, the answer papers being also read by them; the results will be settled by the Department:

(1) (*a*) A written examination, which shall test both academic and professional knowledge, on the following subjects, or groups of subjects, each having a maximum of 75 marks:—

Educational Principles and General Methodology, School Organization and Management.

Special Methodology in Oral and Written Composition, Grammar, Literature, Geography, Arithmetic, and Reading.

(*b*) To the marks obtained in each of the foregoing subjects a maximum of 25 marks may be added for class and home exercises during the Session, based upon the records kept by the staff.

(2) For each of the following subjects or groups of subjects, a maximum of 50 marks may be awarded on the class work and home exercises, based upon the records kept by the staff, and a final examination in each case held by the staff:

Writing, History, Spelling, Physiology and Hygiene, Nature Study, Art, Physical Culture, Music, School Law and Regulations.

(3) Candidates shall be entitled to certificates who obtain 40 per cent. of the marks assigned each subject or group of subjects, and 60 per cent. of the total subjects enumerated in (1) (*a*) and (2) above respectively.

Second Professional Course

13.—(1) (*a*) To candidates admitted under Regulations 5 (7) (*a*) or (*b*) above, Limited or English-French Third Class certificates, as the case may be, valid for five years, as defined in 1 (2) above, will be granted on the results of the examinations in the Second Course, which will be held immediately after the close of the Session.

(*b*) To candidates admitted under Regulation 5 (7) (*c*) above, similar certificates will be granted when they pass the Model Entrance examination; and in the interval and on the recommendation of an Inspector their District Certificates may be renewed for a school specified in 1 (2) above.

(*c*) The examination at the close of the Second Course shall be held in accordance with the scheme for the final examinations at the close of the First Course; but the examination papers in the subjects of 12 (1) (*a*) above will be prepared by the Department, the answer papers being read by the staff.

Academic Course

14. Subject to the provisions of Regulation 11 above, an examination will be held by the staff of the school at the close of the Academic Course, in accordance with the scheme for the examination for admission to the Model Schools. Certificates of standing will be issued to successful candidates.

Renewals and Extensions

15.—(1) Holders of professional Third Class and District certificates (including renewals and extensions) granted under former regulations, who are actually and regularly engaged in teaching, and who pass in Groups I, II and III of the Autumn Model School, or the June English-French Model School final written examinations, may, on the recommendation of the Inspector under whom they last taught, be granted Limited or English-French Third Class certificates, as the case may be, valid for five years from the date of issue, and as provided in 1 (2).

(2) (*a*) With the approval of the Inspector, trustees of schools specified in 1 (2) may re-engage without advertisement their present teachers who undertake to attend the present session of a Summer Model School.

(*b*) In each case application for the validation of a Limited Third Class or of a District certificate must be made to the Minister by the Inspector on the official form 93A.

NOTE.—A Limited Third Class or a District certificate does not entitle the holder to teach in any school until it has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may, on the recommendation of the Inspector concerned, validate a Limited Third Class or a District certificate for the school in charge of the said Board for a limited period. Before applying to School Boards the holder of such certificate should consult the Inspector in regard to available vacancies.

SYLLABUS OF COURSES

FIRST YEAR

Educational Principles and General Methodology

16. The object of the course is to provide the teachers-in-training with such an elementary working knowledge of the nature of educational principles and of general methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

The course embraces the following topics:

Methods of Instruction: The purposes of method; the necessity of basing methods of instruction on a knowledge of the characteristics and conditions of the learner.

Attention: Learning conditioned on the attention of the learner; non-voluntary and voluntary attention, conditions of each; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drills and reviews.

The Process of Learning: Learning a development from the vague to the definite, by a process of analysis and synthesis; typical illustrations of this principle from various subjects.

Impression and Expression: Their interdependence; expression as a phase of method; the necessity and use of the expressive studies.

Methods of Lesson Presentation: Lecture method of presentation; text-book method of presentation; question and answer method of presentation, right and wrong methods of questioning, qualities of a good answer, treatment of faulty answers; mistakes in dealing with answers; graphic representation as a means of presentation, use of diagrams, pictures, maps, etc.; nature and functions of objective teaching, limitations of objective teaching.

NOTE.—The foregoing course should be taken up in a simple manner early in the session. Gordy's *Psychology* may be referred to.

School Organization and Management

17. The object of the course is to provide the teachers-in-training with an elementary knowledge of the technique of school management and the organization of rural one-teacher schools.

The course embraces the following topics:—

The Aims and Importance of School Organization and Management.

The Teacher: Qualifications of a good teacher; his relations with the inspector, trustees, pupils, parents, and the public; daily preparation of work; care of health.

The Problems of School Life: First day at school; school organization and its difficulties; promotions; school examinations; school records.

Discipline: Its meaning and aims; the forces that make for good discipline; value of games; physical exercise; punishments; incentives.

The Daily Programme: The construction of typical time-tables for rural schools; seat work; individual black-board work; reviews.

Examinations: Use and place; methods of conducting; oral and written; preparation for departmental examinations.

Desirable Habits: Punctuality, regularity, neatness in person and work; accuracy, promptness, quietness, industry, obedience; the relation of the preceding to moral training; good manners; the social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Ontario School Law and School Regulations, in so far as they deal with the duties and obligations of inspectors, teachers, and pupils. The following should be emphasized:

The importance of signing the name correctly and the Christian name in full, and of specifying in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty. (P. S. Act, Section 85 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the Teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the grants and of other matters directly affecting the teacher, trustees, and school. (P. S. Act, Sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies, and the use of unauthorized books and pamphlets. (Department of Education Act, Section 28; P. S. Act, Section 112, and Text-book Regulations, Circular 14.)

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—For information as to the necessary details of school accommodations and equipment, the teacher-in-training is referred to Circular 33.

Special Methodology

18. The special object of the course is to prepare the teacher-in-training for the intelligent application of the principles of education to the course in each subject of the Public School programme, and in particular to adapt to the work in such subject the principles of General Method.

The course embraces the following topics:—

(1) An introductory general survey of the Public School course of study with a view to understanding the purpose of the course as a whole, the special object of each subject, and the correlation of the different subjects among themselves.

(2) The systematic study of the subject matter of the Public School text-books with emphasis on the elements; special methods of instruction with type lessons and other illustrations of the most important topics, including those detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

NOTE.—Manuals of method in the subjects of the Public School courses are being prepared. The most important have been already published, including a manual for teaching English to French-speaking pupils. The Manuals will be supplied free to the teachers-in-training.

(3) In the Ottawa and Sturgeon Falls Summer Model Schools for teachers of English-French Schools, the special methodology of teaching English to French-speaking pupils is provided for under Oral and Written Composition below. For the methodology of French Reading and Grammar, no special provision is necessary. Notwithstanding the differences in the content of English and French Reading and Grammar, the methodology of the former may easily be adapted to the latter. In the case of Grammar, however, elementary French etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

Oral and written composition: Their relation; the purposes served by each; correction of common errors of speech and of written answers; discussion and exemplification of topics suitable for each Form, with reasons for selection; suggestions as to sources of material; methods of dealing with oral and written compositions; how, and when to teach the sentence, the paragraph and the use of capitals, punctuation marks, etc.; story telling and its value; letter writing; informal grammar taken up in language lessons.

The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the manual:

The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Games as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

NOTE.—The classes in the First and Second courses in the methodology of teaching English to French-speaking pupils might for a time be taken together; and, for the class work two hours might be taken from the time allotted in Reg. 10 above to Language and Composition, with four additional hours from the rest of the time available.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thought and feelings, and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:—

The two stages of reading, primary and advanced; how to start a class of beginners; the sentence, word, phonic, and combination methods; the planning of lessons for each Form; common faults on the part of both pupil and teacher and how to correct them; criticism by teachers and pupils; the use of supplementary readers and supplementary reading.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to enable his pupils to use the recognized forms in the mechanism of written composition.

The course embraces the following topics:—

The importance and value of spelling to the pupil; relation to phonics; aural and visual types; when to be introduced; difficulties and how to overcome them; transcription and dictation; rewriting; grouping of words; testing and checking; devices for correction.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling.

The course embraces the following topics:—

An investigation of the previous reading of the teachers-in-training; qualities of literature that appeal to children of different ages; scope and purpose of literature in each Form, illustrated by taking up a poetry and a prose selection from each reader; the place and value of memory work; the use of the dictionary; supplementary readings; lesson procedure; preparation by teacher and by pupils; special value of memorization and of oral reading after preliminary study.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of the pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course embraces the following topics:—

The relation of language and composition to grammar; the reasons for postponing the introduction of formal grammar to Form IV; the order of developing the subject; the inductive-deductive method illustrated by a few lessons on various topics; method of dealing with analysis and parsing in the class; rules of syntax, their value, treatment of false syntax.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals of conduct.

The course embraces the following topics:—

What makes an event important; work suitable for the primary, intermediate, and advanced stages; the value of biography and local history, illustrations; the use of the text-books, and of the reader for Form III; devices in teaching for each Form; supplementary reading; our Flag, its history and significance.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon and to assist them in interpreting and utilizing their environment in accordance with their needs.

The course embraces the following topics:—

The scope of geography; the observational phase of geography; use of globe and maps; local geography; dependence of commerce and local industries upon soil, climate, and other physical conditions; study of a continent, of a country; how to use and to draw maps; work outside of school; excursions; how to use the Geography Reader for Form III.

Nature Study

(8) The special object of the course in Nature Study is to enable the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and thus to broaden and deepen their sympathies with nature.

The course embraces the following topics:—

The relation of nature study to agriculture; special characteristics of a typical nature study lesson; a general discussion of the work suitable for each form and each season; uses and limitations of books, pictures, collections, etc.

NOTE.—Owing to the time of the year and the shortness of the session, not much can be done in this subject, but the pupils should be directed how to carry on the work of the different Forms. Excursions should be made on Saturday afternoons.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in Arithmetical calculation. The chief attention should be paid to the work of Forms I, II and III.

The course embraces the following topics:—

Importance of arithmetic to the life of every child; an outline of the work for each Form; method of each important operation; drill, problems, oral and supplementary work; particular attention to primary number combinations, the four rules, fractions, tables; importance of accuracy, neatness, and speed, and how to attain them; the use of the prescribed apparatus.

Writing

(10) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with the pupils.

The course embraces the following topics:—

Penholding; position at desk; position of paper; various movement exercises; formation of the small and capital letters and the figures; practice on paper and on the black-board; importance of good writing in all school exercises.

NOTE.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to use for his own and his pupils' instruction the books prescribed for the course. The teacher-in-training will be expected to hand in from time to time during the session exercises for the teacher's criticism. The writing in the schools is so generally defective that these exercises must be insisted on.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subjects, such a training in his aesthetic nature, and such facility in the use of Art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course embraces the following topics:—

The representation of common objects; grouping of objects, grasses, flowers, and trees, illustration of games, stories, etc.; black-board drawing; map drawing. All work should be freehand.

The course is to be taken up with pencil and colours, and the materials used by the teacher-in-training should be confined to those procurable by the pupils of an ordinary school, as follows:

1. Long paint box, containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B," "BB," or 3B; according to make, 10 or 5 cents. The ordinary school pencil is the only other lead-pencil required.
3. Soft charcoal; a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola); a box, 10 cents.

Each teacher-in-training must come provided with the foregoing outfit. It may be obtained from The Geo. M. Hendry Co., Toronto, or from a local dealer.

NOTES: 1.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to carry on his own studies and the pupils' work in the different Forms.

2.—The Public School Manual in Drawing will be ready before the close of 1914. The Prang Art Text-books, which may be used in the meantime, have been planned for use by the pupils, but they must not be so used in Ontario. A careful study, however, of the lessons in these books, together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

When practicable the study of Rote Songs adapted to the lower Forms should be taken up as often as possible. This should begin with the simpler elements of time and tune, proceeding to more advanced grades.

NOTE.—*The Educational Music Course* (The Canada Publishing Co., Toronto) may be referred to.

Hygiene

(13) The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes general instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of The Public Health Act; modes of preventing the spread of these diseases.

The rest of the course should consist of general directions, how to take up the subject in Forms I and II, and how to use the Reader for Form III, and the text-book for Form IV.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used in class-room in intervals between classes, and of gymnastics or gymnastic games, and indoor and outdoor games.

As much practice as possible should be given in the foregoing, at the Summer Model School. Part of the recess period might, with advantage, be used for this purpose. Each teacher is required to put into practice in his school the course detailed in *The Syllabus of Physical Exercises for Public Elementary Schools.*

SYLLABUS OF COURSES

SECOND YEAR

19.—(1) The Second Course of Study outlined below includes a review of the subjects of the First Course, and should be used as a guide by the teacher in preparing himself for the Second Summer course, when, as far as practicable, the details under each head will be taken up in class.

Preliminary

(2) Before taking up the Second Year's Course at a Summer Model School, the student is expected to have made himself familiar with the text-books prescribed for the First Course as well as with the following:

McMurry: *The Method of the Recitation.*
Gordy: *Psychology.*
Millar: *School Management.*

Educational Principles and General Methodology

20. *Aim of Education*: Examination of the chief current definitions of Education; relation of aim to procedure in Education.

Laws Underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five normal steps" of the Herbartians.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association: interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

21. *The Teacher*: Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Association, and good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents; civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work, accuracy; promptness; quietness; industry; obedience; the relation of the preceding to moral training; good manners.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Ontario School Law and Regulations and Public Health Act and Regulations: The second course is a review of the First Course.

Special Methodology

22. The definition of the special aim of each subject in the First Course and directions already given for carrying it on apply to the Second Course as well.

Language and Composition

(1) *Oral and Written Composition*: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

NOTE.—For the outline of the course in the methodology of teaching English to French-speaking pupils, see First course, pp. 401 and 402.

Reading

(2) *Scope of Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Spelling

(3) *Scope of Spelling*: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principals of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) *Selection of Subject-matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; list of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Literature: The application of the general principles of method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading con-

trasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(5) Meaning of grammar; the relation of grammar to speech, correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

(6) *Scope of History*: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods in History: The recitation, its form and purposes. Oral teaching and black-board work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc.; of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

Geography

(7) *Scope of Geography*: Its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world; commercial and political geography.

Methods in Geography: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

Nature Study

(8) *Character and Scope of Nature Study*: Its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools.

Arithmetic

(9) *Scope of Arithmetic*: Its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training

in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement: grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting: Measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions: multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures: the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) *Methods of Writing*: Penholding; position at the desk: position of the paper: the proper formation of the small and the capital letters and the figures: various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper: its ruling; value of transcription, dictation and composition in writing: use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand: how to deal with pupils having some physical disability.

Art

(11) *Scope of Art*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Black-board Drawing: White and coloured crayons and charcoal.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Music

(12) *Tune*: Practice in singing, from the Tonic-Solfa modulator, the simpler intervals of the Major Scale in various keys.

Time: Practice in singing simple time exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to more advanced grades, as may be found practicable in the time available for this purpose.

Hygiene

(13) General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat stroke, burns; bandaging.

Physical Culture

(14) The First Course continued and extended.

April, 1914.

REGULATIONS AND COURSES FOR THE ENGLISH-FRENCH MODEL SCHOOLS OF ONTARIO, 1914-15

(Circular No. 42)

Location and Purpose

1.—(1) The English-French Model Schools are situated at Ottawa, Sandwich, Sturgeon Falls and Vankleek Hill.

(2) The purpose of these Schools, including the affiliated Schools, is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the English-French Schools of the Province; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of the English-French Public and Separate Schools.

(3) (*a*) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Separate Schools are used for the purpose of observation, and the affiliated English-French Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

Session

2.—(1) The next session of the English-French Model Schools will begin on Tuesday, the 1st of September, 1914, and end on Friday, the 18th of June, 1915.

(2) There are two vacations, as follows:

At Christmas, beginning on Saturday, December 19th, 1914, and ending on Monday, January 4th, 1915; and

At Easter, beginning on Thursday, April 1st, 1915, and ending on Monday, April 12th, 1915.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson-periods of 40 minutes each are recommended.

Conditions of Admission

3.—(1) Application for admission shall be made to the Deputy Minister not later than August 21st, 1914, on a form to be supplied by him.

(2) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*b*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(*c*) For admission to the Junior Course at Sturgeon Falls, a certificate from competent authority, that he will be at least fourteen years of age on or before September 1st, 1914.

(*d*) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate from competent authority that he will be at least sixteen years of age on or before September 1st, 1914.

(3) The applicant shall also forward with his application one of the following:

(*a*) For admission to the Junior Course at Sturgeon Falls, a certificate of having passed (a) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (b) the Brevet d'Ecole Modèle examination of Quebec.

(*b*) For admission to the Course at Ottawa, Sandwich, or Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate of having passed (*a*) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (*c*) the Brevet d'Ecole Academique examination of Quebec.

(4) Before admission to the Course at Ottawa, Sandwich, or Vankleek Hill or the Senior Course at Sturgeon Falls, the candidate shall pass at the school an oral examination in English and French Reading and Conversation, and a written examination in English and French Grammar, Composition, and Spelling, unless

the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results shall be settled by the Principal.

(5) (*a*) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he shall not be admitted.

(*b*) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

NOTE.—No one will be admitted to an English-French Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Travelling Expenses and Board

4.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of those teachers-in-training who have been in attendance, and whose ordinary place of abode is in Ontario, and more than three miles from Ottawa, Sandwich, Sturgeon Falls or Vankleek Hill, as the case may be. In the case of residents of the Province of Ontario the Department will also pay the railway and boat fare of all such going to the School from their homes in September and returning to their homes at the close of the session; and, in the case of non-residents of the Province of Ontario, it will pay the railway and boat fare from the station situated in Ontario nearest their homes to the School and return fare to the same station at the times specified above.

The foregoing allowances will be paid as follows: Part in the month of February for attendance till January 31st and railway and boat fare to the school, and the balance in July for attendance during the rest of the session and return railway and boat fare.

(2) Every teacher-in-training who accepts the aid offered above shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one third of the total value of such aid for each unexpired year of the above mentioned three-year period.

(3) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets, and to transmit said certificates promptly to the Principal of the school.

Duties of Principals and Assistants

5. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

Duties of Teachers-in-Training

6.—(1) Teachers-in-training shall board and lodge only at such houses as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Model School.

Text-Books

7.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill, and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(a) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Frères des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et leçons de littérature.

Les Frères des Ecoles Chrétiennes: Cour théorique et pratique de Style.

Magnan et Tremblay: Nouvelle methode de Langue Française.

II. For Professional work:

(*a*) McMurry: The Method of the Recitation.

Gordy: Psychology.

Millar: School Management.

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners: McClelland and Goodchild.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie).

Haustrate et Labeau: Cours complet de pedadogie.

(*c*) The manuals on Methodology published by the Department of Education.

III. For work in the Practice Schools:

Such additional text-books used in the Practice Schools as may be necessary.

Literary Society

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Examinations

GROUPS I AND II

9.—(1) (*a*) The final standing of the teacher-in-training in the subjects of Groups I and II, enumerated below, shall be determined on the combined results of his Sessional Records (consisting of class tests, home exercises, and an examination at Christmas) and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(*c*) At the examinations in the subjects of Groups I and II, enumerated below, there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and the maximum marks for the Sessional Records in each subject shall be 30:

(2) The examinations in Group II, shall include a thorough test of the academic qualifications of the teacher-in-training.

Group I.—Educational Principles and General Methodology, School Organization and Management.

Group II.—Arithmetic, Literature (English and French), Grammar (English and French), History, Oral and Written Composition, and Geography.

GROUP III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the Sessional Records, and a final examination by the staff in which the tests, as far as practicable, shall be both academic and professional; the maximum for the records in each subject shall be 30 and for each subject at the final examination 70, except for Manners, for which the maximum shall be 50 (a maximum of 25 thereof being awarded on the report of the staff as to the general deportment of the teacher-in-training):

Group III.—Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, Manners, and Hygiene.

GROUP IV

(4) The final standing of the teacher-in-training in Observation and Practice-teaching (Group IV) shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

10.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded a Third Class certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 50 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District certificate valid for one year in an English-French School. He may

thereafter, taking one or more groups at a time, obtain an English-French Third Class certificate without attending a second session, by passing in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching, shall pass the June or August examinations in Groups I, II and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks except Manners, which shall be valued at 50, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each group.

Courses

11.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, Departmental Examinations).

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls, shall cover a period of one school year, and shall be both academic and professional, as follows:

(*a*) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(*b*) Special instruction in Writing, Art, Physical Culture, Hygiene, Vocal Music, Sewing, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling).

(*c*) Educational Principles and General Methodology, Special Methodology and School Organization and Management.

(*d*) Supervised Observation in the affiliated schools.

(*e*) Supervised Practice-teaching in the affiliated schools.

NOTE.—In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the affiliated schools the provisions of the Regulations for English-French Schools shall prevail.

Organization of the Courses

12.—(1) In the first four weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) An elementary academic review of the following subjects:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) The prime essentials of the Principles of Education and General Methodology, and of School Organization and Management.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(2) Two periods of each day of the fourth week shall be spent in a course of observation of the organization and management of the school and of the work

done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

13. After the completion of the Introductory Course:—

(1) The course in the Principles of Education and the course in School Organization and Management should each be taken up three periods a week until finished; and

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Principles of Education and School Organization and Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar. 6; Art, 2; Vocal Music, 1; Physical Training, 1; Writing and Bookkeeping. 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes from time to time between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

(5) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School courses of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(6) The following principles of selection and order should be observed:

(*a*) Arithmetic should be taken about three periods a week for about the first six months. It should then be continued with at least one period a week to the end of the session.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization: Geography, Composition and Grammar, and the Phonics and Voice Culture preceding in their respective groups.

(*c*) In Nature Study the Biological side should be given special attention during the Autumn and the Spring.

Observation and Practice-Teaching

14.—(1) The Introductory Courses provided for in Regulation 12 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons, 25; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically

according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the Public or Separate School. As often as practicable, a member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(*b*) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(*c*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(4) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(5) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(*c*) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(6) Model lessons for Observation by the students shall be taught by the staff of the Model School and by the teachers of the affiliated School in accordance with the regular time-table of such School.

(7) (*a*) The necessary applications of the Principles of Education and of Methodology shall be made systematically by the Model School staff in connection with the Model and the Observation lessons and the Practice-teaching: so that the course may be taken up in terms of the child's mental development.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, and all the teachers who take part in the Model School work, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous work of the class.

(*c*) Concerted work on the part of the teachers in the Model and the affiliated School shall be secured by frequent conferences, especially at the beginning of the session.

SYLLABUS OF COURSES

Educational Principles and General Methodology

15. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs and the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Question and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning: examination of the so-called Socratic method; answers: qualities of a good answer: treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life: a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies: significance of the maxim. "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

Book of Reference:—

Betts: The Mind and its Education.

School Organization and Management

16. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the Principal, the Inspector, trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools: school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, regularity, neatness in person and in work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training; manners; those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Manners), the most important being taken up early in the course, and the conduct of the teachers-in-training being duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees and school.

Regulations and Course of Study of the Public and Separate Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The Sections of the School Law and the Public Health Act and of the School Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act and on the Regulations.

BOOKS OF REFERENCE:—

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

17. The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (*b*).

The Manuals of Methodology, provided in each subject by the Department of Education, should be constantly used by the teachers-in-training.

BOOKS OF REFERENCE:

Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book. II Book.

Les Frères des Ecoles Chrétiennes: Méthodologie.
Les Frères des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carré et Liquier: Traité Pédagogie.
Prang's Text Books of Art Education.
Prang's Drawing Course.
Cuffin: A Child's Guide to Pictures.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course includes the following topics:—

Scope of Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph composition; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Teaching English to French-speaking Pupils of Form I: The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

The methods to be adopted when the pupil has already acquired some knowledge of English.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

Scope of Reading: Its correlation with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic and combination method; devices for securing rapid work recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to train his pupils to use the recognized forms in the mechanism of their written expression.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the place, the value, and the methods of using *The Golden Rule Books*.

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements: the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The Course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study of English Grammar till Form IV; when to begin the study of French Grammar.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse an interest in his pupils in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals of conduct.

The course includes the following topics:—

Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography of history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

Scope of Geography: Relation to other subjects, especially to Nature Study, Elementary Science and History.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of reference library, books of travel, geography readers,

etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

Nature Study

(8) The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him those of his pupils, by training them to observe and interpret the common phenomena of the world about them.

The course includes the following topics:—

Character and scope of Nature Study: Relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.: supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from those of the various grades of the Public and Separate School courses of study.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculations.

The course includes the following topics:—

Scope of Arithmetic: Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) The object of the course in Writing is to train the teacher-in-training to record his thoughts and feelings rapidly and legibly, and to make him familiar with the best means of securing the same results in the teaching of the subject.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Note.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

(*a*) The course includes the following topics:—

Scope of Art: Art as a means of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing in pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.

(*a*) The course includes the following topics:—

Tune:

Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time:

Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture:

Practice in breath control, and exercises calculated to promote correct habits of voice production in speaking and singing.

The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades, as may be found practicable in the time available for this purpose.

(*b*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

(13) The object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First-aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke, burns; bandaging.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used in class-room in intervals between classes, and of gymnastics, or gymnastic games, and indoor and outdoor games.

Manners

(15) The special object of the course in Manners is to enable the teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

JUNE, 1914.

SYLLABUS OF REGULATIONS AND COURSES FOR THE AUTUMN MODEL SCHOOLS OF ONTARIO, 1914

(Circular No. 4)

Location and Purpose

1.—(1) The Autumn Model Schools are situated at Chatham, Clinton, Cornwall, Guelph, Hanover, Kingston, Madoc, North Bay, Orillia, and Renfrew.

(2) The purpose of the Model Schools, including the affiliated Public Schools, is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of the Public and the Separate Schools.

Session

2. The session of the Autumn Model Schools will begin on Tuesday, the 18th of August, and end on Friday, the 11th of December, 1914.

Conditions of Admission

3.—(1) Application for admission shall be made to the Deputy Minister not later than August 15th, 1914, on a form to be supplied by him.

(2) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) Except in the case of the North Bay Model School (see Reg. 4 below), a certificate from competent authority that he will be at least eighteen years of age on or before December 31st, 1914.

(*b*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(3) The applicant shall also forward with his application one of the following:—

(*a*) A certificate of having passed the District Certificate examination of 1904, 1905, 1906 or 1907.

(*b*) A certificate of having passed the examination for Entrance into the Model Schools.

(*c*) A certificate of having passed the full examination for Entrance into the Normal Schools or the Faculties of Education.

NOTE.—Candidates who have failed at the Middle School examination, but have passed the Lower School Examination for Entrance into the Normal Schools may, on application to the Minister, be granted a Model School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for the Middle School Examination, and 34 per cent. of the marks for each paper.

(4) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he will not be admitted.

4.—(1) For admission to the Model School at North Bay an applicant must be at least seventeen years of age before Dec. 31st, 1914.

(2) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subsequent to its issue, only in the schools in a District or in the schools in the poorer parts of the Counties to be designated by the Minister.

NOTE.—No one will be admitted to a Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Travelling Expenses and Board

5.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance at the North Bay Model School, and whose ordinary place of abode is in Ontario, and more than three miles from North Bay. It will also pay the railway and boat fare

of all such going to the School from their homes in August and returning to their homes at the close of the session. The foregoing allowances will be paid in two instalments on the requisition of the Principal of the School in November and January.

(2) In the case of a teacher-in-training who receives the financial aid provided for above, the certificate granted will be valid only in the schools in a District or in the schools in the poorer parts of the Counties to be designated by the Minister, until he has taught for two years therein or until he has reimbursed the Department of Education at the rate of one third of the total financial aid for each unexpired year.

(3) After the close of the Session and on the report of the Principal, the Department of Education will pay all teachers-in-training who have attended one of the other Autumn Model Schools and whose ordinary place of abode is in Ontario the excess over $3.00 of their railway and boat fare going to the School and returning to their homes at the close of the Session.

(4) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets, and to transmit said certificates promptly to the Principal of the School.

Duties of Principals and Assistants

6.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

Duties of Teachers-in-Training

7.—(1) Teachers-in-training shall board and lodge only at such houses as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Model School.

(4) Before entering, all applicants are required to review carefully the text-books prescribed for the Public and Separate Schools and the work of the Lower School of the High Schools.

Text-Books

8. Teachers-in-training must provide themselves with copies of all the following:—

The Regulations and Courses of Study of the Public and Separate Schools (free).

The Ontario Public Health Act and Regulations (free).

The Text-books prescribed for the Public and Separate Schools. (See Circular 14.)

NOTE.—Teachers of Roman Catholic Separate Schools may substitute the Canadian Catholic School Readers, The Copp, Clark Co., Toronto, for the Ontario Public School Readers.

The Golden Rule Series of Readers. The Macmillan Co. of Canada. (See Circular 14).

The Readers in Geography, History, and *Hygiene,* and *The Story of the Human Body, recommended for Form III.* (See Circular 14).

Prang: *Text-Books of Art Education,* 2nd (25 cts.), and 7th (55 cts.). The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art* (25 cts.). The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools (25 cts.). The Copp, Clark Co., Toronto.

Manners (25 cts.). McClelland and Goodchild, Toronto.

The Public School Manuals (free).

McMurry: *The Method of the Recitation* (75 cts.). The Macmillan Co. of Canada.

Gordy: *Psychology* ($1.25). The Copp, Clark Co., Toronto.

Millar: *School Management* ($1.00). William Briggs, Toronto.

NOTE.—The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.

Literary Society

9. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Examinations

GROUPS I AND II

10.—(1) (*a*) The final standing of the teacher-in-training in the subjects of Groups I and II, enumerated below, shall be determined on the combined results of his Sessional Records (consisting of class tests and home exercises) and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (*a*) The examinations in Group II. shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examinations in the subjects of Groups I and II, enumerated below, there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and the maximum marks for the Sessional Records in each subject shall be 30:

Group I.—Educational Principles and General Methodology, School Organization and Management.

Group II.—Arithmetic, Literature, Grammar, History, Oral and Written Composition, and Geography.

GROUP III

(3) The final standing of the teacher-in-training in the subjects in Group III enumerated below, shall be determined by the staff upon the Sessional Records, and a final examination by the staff in which the tests, as far as practicable, shall be

both academic and professional; the maximum for the records in each subject shall be 30 and for each subject at the final examination 70, except for Manners, for which the maximum shall be 50 (a maximum of 25 thereof being awarded on the report of the staff as to the general deportment of the teacher-in-training):

Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, Manners, and Hygiene.

GROUP IV

(4) The final standing of the teacher-in-training in Observation and Practice-teaching (Group IV) shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

11.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, and III, and 60 per cent. of the marks obtainable in Group IV, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District certificate valid for two years in the schools of the District or the poorer parts of the Counties to be designated by the Minister. He may thereafter, taking one or more groups at a time, obtain a Limited Third Class certificate without attending a second session, by passing in the group or groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching, may take Groups I, II and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each group.

NOTE.—A Limited Third Class or District certificate issued to a successful candidate at the Model School final examination does not entitle the holder to teach in any school until the certificate has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may, on the recommendation of the Inspector concerned, validate a Limited Third Class or, for Schools specified in (2) above, a District certificate for the school in charge of said Board for a limited period. Before applying to School Boards the holder of such certificate should make application to the Inspector for information in regard to available vacancies.

SYLLABUS OF COURSES

12.—(1) The courses of study for teachers-in-training shall consist of the following:

(*a*) A review, as far as time will permit, of the Public School Course and of the academic subjects, from the standpoint of pedagogy and the requirements of the

Public and Separate Schools, including special instruction in Reading, Writing, Art, Vocal Music, Physical Culture, and Hygiene.

(*b*) Educational Principles and General Methodology, Special Methodology, and School Organization and Management. The academic review and the special Methodology of each subject should, as far as possible, be taken up concurrently.

(*c*) Supervised Observation in the affiliated Public Schools.

(*d*) Supervised Practice-teaching in the affiliated Public Schools.

Organization of the Courses

13.—(1) In the first three weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) As far as practicable, a review in the forenoon of the following subjects of the Public School Course, as set forth in the Public School text-books and manuals:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) A course in the afternoon in the prime essentials of the Principles of Education and General Methodology, and of School Organization and Management.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(2) Half of each day of the fourth week shall be spent in a course of observation of the work done by the teachers in the different forms of the affiliated school, under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

14. After the completion of the Introductory Course:—

(1) The course in the Principles of Education and the course in School Organization and Management should each be taken up three hours a week until finished; and

(2) The minimum number of hours for each of the following subjects should, as nearly as practicable, be as follows:—

The Principles of Education, 20; School Organization and Management, 24; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 12; Hygiene, 6; Art, 15; Vocal Music, 10; Physical Training, 10; Writing, 10; Manners, 4.

(3) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School course of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

Observation and Practice-Teaching

15.—(1) The Introductory Courses provided for in Regulation 13, (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 20 and of Practice-teaching lessons, 20;

but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (a) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the Public School.

(*b*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(5) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(6) Model lessons for Observation by the students shall be taught by the teachers of the affiliated School in accordance with the regular time-table of such School.

(7) (*a*) The necessary applications of the Principles of Education and of Methodology shall be made systematically by the Model School staff in connection with the Model and the Observation lessons and the Practice-teaching: so that the course may be taken up in terms of the child's mental development.

(*b*) Before teaching an Observation lesson, the Principal of the Model or Public School, as the case may be, and all the assistants who take part in the Model School work, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous work of the class.

(*c*) Concerted work on the part of the teachers in the Model and the affiliated Public School shall be secured by frequent conferences, especially at the beginning of the session.

SYLLABUS OF COURSES

Educational Principles and General Methodology

16. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

Aim of Education: Examination of some of the current definitions of Education: relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies; especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception: necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process: conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention: the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other: how individual notions should be approached and presented; how to proceed from individual to general notions: the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

17. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the Principal, the Inspector, trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work; accuracy; promptness; quietness; industry; obedience; the relation of the preceding to moral training; manners; those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Manners), the most important being taken up early in the course, and the conduct of the teachers-in-training being duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The Sections of the School Law and the Public Health Act and of the Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act and on the Regulations.

BOOKS OF REFERENCE:—

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

18. The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in the special method of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons should be followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public and Separate School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public and Separate School courses of study, the provisions of which shall be constantly kept in mind.

BOOKS OF REFERENCE:—

Chubb: Teaching of English.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Geikie: Teaching of Geography.
Arlo Bates: Talks on the Teaching of Literature.
Annandale: The Concise Imperial Dictionary.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course includes the following topics:—

Scope of Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them: value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of homework in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure: paragraph compositions; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

Scope of Reading: Its correlation with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, and phonic method; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to train his pupils to use the recognized forms in the mechanism of their written expression.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the place, the value, and the methods of using *The Golden Rule Series of Readers.*

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train

them in habits of logical analysis and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse an interest in his pupils in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals of conduct.

The course includes the following topics:—

Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc.; study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

Scope of Geography: Relation to other subjects, especially to Nature Study and History.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils: distribution of mineral products; plants and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

Nature Study

(8) The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him those of his pupils by training them to observe and interpret the common phenomena of the world about him.

The course includes the following topics:—

Character and scope of Nature Study: Relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculations.

The course includes the following topics:—

Scope of Arithmetic: Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. This should include the following:—

Counting: measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) The object of the course in Writing is to train the teacher-in-training to record his thoughts and feelings rapidly and legibly, and to make him familiar with the best means of securing the same results in the teaching of the subject.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

(*a*) The course includes the following topics:—

Scope of Art: Art as a means of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing in pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

(*b*) Following is a suggested division of the 15 hour lessons in Art:—

1. *Lecture by Instructor:* Scope of Art. Correlations.
2. *Plant Study:*
   Class—Grass in charcoal or pencil mass.
   " —Spray of flowers in coloured crayons.
   " Single leaf in different positions—pencil outline.
3. Flower with stem and leaves—water colours. Flower with stem and leaves—pencil outline. Suggestions by instructor for other ways of handling flowers as ink mass, neutral values (black, gray and white of paper), and pencil outlines with coloured washes.
4. *Tree Study:* Rapid blackboard illustrations and explanations by instructor concerning proportions, branching and Summer and Winter appearance of trees.
   Class—Tree in charcoal.
   " —Ink mass.
   " —Pencil outline.
   Criticism of work.

5. *Landscape:* Explanations on blackboard by instructor showing (1) rectangle with line representing horizon; (2) rectangle showing line or lines representing a hill or hills above horizon; (3) showing the placing of a single tree.

Class—Landscape with trees—charcoal.
" —Landscape with trees—ink.

6. *Landscape:* Demonstration by instructor on sheet of paper at front of room, showing landscape in water colours, with sky, meadow, and distant trees.

Class—Water colour landscape.
Demonstration by instructor—crayon landscape.
Class—crayon landscape.

7. *Review* of work already taken, classifying subjects and mediums according to grades.

8. *Illustration:* Suitable subjects and mediums for different grades suggested by instructor.

Class—Game suitable for primary classes—charcoal.
" —Nursery rhyme, junior grades—brush and ink.

9. *Pose Drawing:*

Class—Ink mass (3 sketches with rapid criticisms).
" —Blocking in with pencil (3 sketches and criticism).
" —Pencil outline (1 sketch).
Brief explanations and rapid blackboard illustrations by instructor.

10. *Illustration for Senior Grades:* Suggestions and explanations by instructor.

Class (1) Pencil outline with suitable title lettered underneath, using a pose already taken and composing the drawing within a rectangle.
(2) Illustration of suitable verse, using similar arrangement to first—pencil outline.

11. *Colour Study:* Neutral values. Colour harmonies and the graying of colours. Explanations by instructor. Class to take notes.

Class—Finishing of outline illustrations made in last lesson with flat washes, one in neutral values, one in grayed colours. All shapes when dry to be outlined with black.

12. *Object Drawing:* Explanations by instructor concerning mediums and suitable objects for primary, junior and senior grades.

Class 1. Mass drawing of object from memory after study of object—using ink.
2. Foreshortening of circle and cylindrical object in pencil outline.
3. Pencil drawing of object from the model, showing light and shade.

13. *Freehand Perspective:* Principles of Parallel and Angular Perspective. Blackboard demonstration by instructor.

Class 1. Rectangular object in Parallel Perspective—pencil.
Class 2. Rectangular object in Angular Perspective—pencil.

14. *Design:* Single units. Repetition in borders and surface patterns. Blackboard demonstration by instructor.

Class—(1) Border in pencil or coloured crayons.
(2) Surface pattern—pencil outline.
Suggestions by instructor for application of single units, borders, and surface patterns to cards, book covers, and other constructed objects.

15. *Review:* Classifying work and mediums according to grades.

Blackboard Drawing should be illustrated each day by work of instructor. A few members of the class should work out the problems in chalk and charcoal on the blackboard while the remainder of the class use other mediums at their seats.

NOTE.—The foregoing course assumes the completion of the Lower School course of the High Schools, and is intended chiefly to be suggestive and directive.

(*c*) The teacher's outfit may be as elaborate as he wishes, but for all work before a class he should use the same outfit as the class:

1. Paint box containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B" or "BB" or "3B," according to make, 10 cents or 15 cents. The ordinary school pencil is the only other lead pencil required.
3. Soft charcoal, a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola), a box, 10 cents.

NOTE.—The Public School Manual in Drawing will be ready before the close of 1914. The Prang Art Text-books, which may be used in the meantime, have been planned for use by the pupils, but they must not be so used in Ontario. A careful study, however, of the lessons in these books, together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are

seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.

(*a*) The course includes the following topics:—

Tune:

Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time:

Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture:

Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs:

The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades, as may be found practicable in the time available for this purpose.

Book of Reference:

The Educational Music Course. The Canada Publishing Co.

(*b*) Following is a suggested division of the 10 hour lessons in Music:—

1. *Tune:* Introduction of the tones of the Tonic Chord, Doh, Me and Soh.
   Time: Introduction of the Pulse, or beat, as the unit of measurement in Time. Develop the regular recurrence of pulsations, their varied accents and consequent grouping into Measures of two, three and four pulses each.
2. *Tune:* Review of first lesson, with introduction of the octaves of the tones Doh, Me and Soh.
   Time: Introduction of Continued-tones, with practice of exercises containing examples of tones of two, three and four pulses in length.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "Little Eyes," "Hear the Merry Church Bells."
3. *Tune:* Modulator Drill on tones already studied.
   Introduction of the tones Te and Ray with their octaves.
   Time: Singing exercises containing the new tones in combination with the elements of Time already studied.
   Songs: Introduce songs combining Te and Ray with the tones of the Tonic Chord. Examples: "Cheeks of Rose," "Milkweed."
4. *Tune:* Modulator Drill with intervals slightly increased in difficulty.
   Time: Introduction of Six-Pulse Measure.
   Songs: Introduce songs in six-pulse measure containing all tones previously studied. Examples: "There Cometh a Dove," "May Day."
5. *Tune:* Modulator Drill. Introduction of the tones Fah and Lah, thus completing the Major Scale.
   Time: Introduction and explanation of Time-Names Taa and Aa.
   Introduction of the Divided Pulse with new time-name Taatai.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "The Raindrops' Ride," "Morning Hymn," "Sweet the Quiet Evening."

6. *Tune:* Modulator Drill, occupying about five minutes.
   The greater part of the lesson period should now be devoted to a practical application of all previous lessons to the study of more advanced songs in contrasting measures and rhythms. Examples: "Little Boy Blue," "Bye-lo-land."
7. *Tune:* Modulator Drill, including leaps to any tone of the Major Scale.
   Time: Introduction of Half-pulse Continuations with time name Taa-aatai.
   Songs: Examples: "Ring Out the Bells," "Home, Sweet Home."
8. Five minutes' Modulator Drill, followed by the study of songs of a more advanced character. These should first be analyzed as to the number of beats contained in a measure, the various time values of the notes, and the intervals likely to cause difficulty in singing. These should be made the subject of a short modulator drill as they are discovered. Examples: "White Caps," "March," "Spring Voices," "Easter Hymn."
9. *Tune:* Five minutes' Modulator Drill.
   Time: Introduction of the Silent Pulse with its time-name *saa.*
   Songs: Examples: "Easter Hymn," "Good-bye to Summer," "Lightly Row," "The Land of Nod."
10. *Tune:* Five minutes' Modulator Drill.
    Time: Introduction of the division of the pulse into Quarters, with the time-name Tafatefe.
    Songs: Examples: "Our Flag," "The Maple Leaf," "Merrily the Cuckoo."

NOTES: 1.—Although no specific mention of Voice Training has been made in the above, the teacher should, as far as practicable, explain the advantages of forming correct habits of breath control and tone placing. It will be found of much benefit at the commencement of each lesson to give a few minutes' drill in singing sustained tones to the various vowels.

2. The lessons provided for above are for special instruction. From time to time additional practice should be given for a few minutes between class-periods.

(*c*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

(13) The object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke, burns; bandaging.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used in class-room in intervals

between classes, and of gymnastics, or gymnastic games, and indoor and outdoor games.

The lessons provided for in 14 (2) are intended for special instruction. Additional practice should be given frequently at recess in the exercises then taken up.

Manners

(15) The special object of the course in Manners is to enable the teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

Manners, 25 cts. McLelland and Goodchild, Toronto.

March, 1914.

SYLLABUS OF REGULATIONS AND COURSES FOR THE NORMAL SCHOOLS OF ONTARIO, 1914-15

(Circular No. 23)

Location and Purpose

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal Schools is to prepare teachers of the Second Class in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

(3) The Normal Schools, the Model affiliated Public Schools, and the affiliated Rural Schools, are used to afford the teachers-in-training adequate means of observing well-conducted schools, and of securing practice in teaching, discipline, and management.

Grades of Teachers-in-Training

2. There are two grades of teachers-in-training:

Grade A.—Those who hold certificates of having passed the full examination for Entrance into the Normal Schools or Faculties of Education, and who hold Third Class certificates, and have taught successfully a Public or a Separate School for at least one year as certified by an Inspector of Public or Separate Schools.

Note.—Grade A candidates will be admitted to the Normal Schools at North Bay, Ottawa and Toronto. For candidates of this Grade provision will be made in the other Normal Schools only where at least twenty-five candidates apply for admission.

Grade B.—All others who hold certificates of having passed the full examination for Entrance to the Normal Schools or to the Faculties of Education.

Sessions and Vacations

3.—(1) The session of the Normal Schools shall begin on Tuesday, September 1st, at 9 a.m.

(2) For teachers-in-training belonging to Grade A, who may qualify at Easter for Second Class certificates, the session will end on Thursday, April 1st, 1915. For all other teachers-in-training it will end on Friday, June 11th, 1915.

(3) There shall be two vacations as follows:

(*a*) At Christmas, beginning on Saturday, December 19th, 1914, and ending on Monday, January 4th, 1915.

(*b*) At Easter, beginning on Friday, April 2nd, and ending on Monday, April 12th, 1915.

(4) The provision in Regulation 14 (1) (*c*) below, for observation by Grade B teachers-in-training in affiliated rural schools, should be carried out as far as possible before the Easter holidays. When it is not practicable to use for this purpose all the time during which the Grade A teachers-in-training are being examined, Grade B teachers-in-training may be dismissed for the holidays at any time the Principal may find it expedient during the period of the Departmental examinations for Grade A teachers-in-training in Groups I and II.

Conditions of Admission

4.—(1) Application for admission shall be made to the Deputy Minister not later than Tuesday, August 25th, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

5.—(1) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he will be at least eighteen years of age before October 1st, 1914.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit, according to his grade, the certificates prescribed in Reg. 2 above.

NOTE.—Those who have complied with the prescribed conditions will be provided with a card of admission to a Normal School to be selected by the Minister. Without this card no one will be admitted.

(3) No one will be admitted to a Normal School who does not agree if successful in obtaining a teacher's certificate, to teach thereon in the Provincial Schools of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Special Provisions for the North Bay Normal School

6.—(1) (*a*) For admission to the North Bay Normal School an applicant must be at least eighteen years of age before the close of the session.

(*b*) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subsequent to its issue only in the schools in a District or in the schools of the poorer parts of the counties to be designated by the Minister.

(2)(*a*) The Department of Education will pay $4.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance throughout the whole course and whose ordinary place of abode is in Ontario and more than three miles from the Normal School. The foregoing allowance will be paid on the report of the Principal of the school in November, January, April and July. The Department will also pay the railway fare of all such going to the School from their homes in September and returning to their homes at the close of the session.

(*b*) In the case of a teacher-in-training who receives the financial aid provided for above, the certificate granted will be valid only in the school of a District or in the schools of the poorer parts of the counties to be designated by the Minister, until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one third of the total financial aid for each unexpired year.

Duties of Principals and Assistants

7.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit, within one fortnight after such visit, a report of his observations for the consideration of the Minister and of the whole staff of the Normal School.

(4) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

Duties of Teachers-in-Training

8.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, or are physically unfit for the work of a teacher, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

(4) All applicants are required to review carefully before entering, the work of the Lower School of the High Schools.

Text-Books

9.—(1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional books whose titles are printed below in italics.

Library

10. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

Literary Society

11.—(*a*) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

(*b*) During the winter months a course of lectures will be provided by the Minister. Attendance at this course is obligatory on all the teachers-in-training.

Examinations

SUBJECTS AND VALUES

12.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations and his observation and practice teaching records.

(*b*) The sessional record shall consist of the oral and written class tests in each subject.

(*c*) There shall be two Final written examinations in Groups I and II, one at Easter for the teachers-in-training belonging to Grade A; and one at the close of the Session in June for the teachers-in-training belonging to Grade B, and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(*d*) The final examination papers in Groups I and II shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(*e*) The examinations in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training for teaching the subjects of all grades of the Public and Separate School courses.

Groups I and II

(2) At each examination in Groups I and II, as follows, there shall be one paper on each subject, and the maximum marks for each subject shall be 100, distributed as follows: 40 for the Sessional Records, and 60 for the final examination.

Group I.—Science of Education, School Organization and Management.

Group II.—Arithmetic, Literature, Grammar, History, Oral and Written Composition, Geography, Elementary Science.

Group III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the Sessional Records and a final examination in each subject at the close of the course therein; the maximum for the Sessional Records in such subject shall be 40 and for the final

examination 60, except for Manners for which the maximum shall be 50 (a maximum of 25 thereof being awarded on the report of the staff as to the general deportment of the teacher-in-training):

Art, Vocal Music, Reading, Spelling, Manual Training, Household Science, Physical Culture, Writing and Book-keeping, Algebra and Geometry, Nature Study and Agriculture, Hygiene, Manners, History of Education.

Group IV

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching, the subjects of Group IV, shall be those awarded him during the session, after a few trial lessons, and more especially toward the close of the course. The maximum marks for Practice-teaching shall be 1,200, and those for Observation lessons 200.

Certificates

13.—(1) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training, belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before he has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be awarded a Third Class certificate valid for five years, and be exempt from further attendance at a Normal School in order to obtain a Second Class certificate as provided in (5) below.

(4) All other teachers-in-training who have failed to obtain the necessary final standing shall be required to attend a second session.

(5) (*a*) Candidates who are hereafter exempted from attendance at a Normal School and who are actually engaged in teaching, may take the above examinations in Groups I and II at the same or at different times; they shall also take special examination in the subjects of Group III, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks in each of Groups I, II, and III.

(*b*) Candidates who were exempted from attendance at a Normal School under previous regulations shall take the examinations as therein prescribed.

PROGRAMME OF STUDIES

General

14.—(1) The courses at the Normal Schools shall consist of the following:

(*a*) (i) A thorough review of the Public and Separate School courses and of the subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said academic subjects as time will permit; also special instruction in Reading, Writing and Book-keeping, Art, Physical Culture, Hygiene, Vocal Music, Household Science, Manual Training, Manners.

(ii) Those teachers-in-training who have passed in Household Science as a bonus at the examination for Entrance to the Normal Schools may be exempt from the purely instructional course in sewing and cooking, but such students shall attend all classes dealing with the pedagogy of the subject.

(iii) Those teachers-in-training who have passed in Manual Training as a bonus at the examination for Entrance to the Normal Schools may be exempt from the course in wood-working, but shall take the Manual Training for Forms I, II. and III of the Public and Separate Schools, and shall attend all classes dealing with the pedagogy of the subject.

(*b*) The Science of Education, including Psychology, Child Study, and General Methodology; the History of Education; School Organization and Management; Special Methodology.

(*c*) Supervised Observation in the Model Schools, and in the affiliated Rural Schools of the adjoining county or counties.

(*d*) Supervised Practice-teaching in the Model Schools.

(2) For teachers-in-training of both Grades A and B, the main details of the courses shall be the same, but the courses for Grade A shall be more intensive than those for Grade B.

Teachers-in-training belonging to Grade A are required to have made themselves familiar with Bett's "The Mind and its Education," and McMurry's "The Method of the Recitation," before entering the Normal School.

ORDER OF THE COURSES

Introductory

15.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A and B respectively:

(*a*) The introduction to the Science of Education, and those parts of the Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection.

(*b*) A discussion of the functional value, as defined herein, of each of the Normal School courses.

(*c*) A supervised course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (*a*) the total number being about twenty-five, and the number of introductory Observation lessons not exceeding ten.

Main Courses

(2) (*a*) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit.

(*b*) In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme.

The principle of correlation should be kept in view throughout the courses.

(*c*) When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance; but it should be made clear to the teacher-in-training that the responsibility for keeping up his knowledge of each course devolves wholly upon him.

(3) (*a*) On the professional side, after the completion of the Introductory Course [15 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(*b*) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(*c*) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Oral and Written Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography and Hygiene), 5; Art, 2; Music, 2; Manual Training, 1½; Physical Culture, 1; Writing and Book-keeping, 1; Domestic Science, 1½; Literary Society, 1; Observation and Practice-teaching (minimum) 4; Religious Instruction, 1.

(4) The principles of selection and order set forth in 2 above should also be observed as follows, in the special methodology and the academic treatment of the other subjects of the course:

(*a*) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the special methodology of Algebra and Geometry.

(*b*) The subjects of the groups, Geography and History; Grammar and Oral and Written Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Oral and Written Composition, Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Chemistry and Physics should be reviewed as a preparation for Nature Study. On account of their relations to parts of the courses in Art, Household Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology,

Physical Culture, Music, and School Management, the physiological part of the course in Hygiene should be taken up at the beginning and completed as soon as practicable.

(*d*) The courses in Vocal Music, Art, Physical Culture, Literature, Manual Training, and Household Science should continue throughout the session.

(*e*) Short courses should be provided at the beginning of the session in Spelling and Manners.

Observation and Practice Teaching

16.—(1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A teachers-in-training, but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public and Separate Schools in all subjects and in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(*d*) Teachers-in-training shall be available for not more than one month each as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the Model School Teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (*a*) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(*b*) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes both in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the subject shall be present.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken

up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

DETAILS OF COURSES

Science of Education

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as *practical* as possible, includes Psychology, Child Study, and General Methodology, as follows:

Introduction

The Aim of Education: Provisional statement of the aim of education to be used as a working definition.

Function of the School: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

Subjects of Study: School studies as typical forms of experience that the race has found valuable in meeting its needs: basis for determining the functional value of a subject in a course of study.

Methods of Instruction: The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method, a psychological problem. A preliminary outline of the general principles of method.

Books of Reference:—

McMurry: *The Method of the Recitation.* 75 cts.
Bagley: The Educative Process. $1.13.

Psychology

Problems and Methods of Psychology: The subject-matter of psychology: the essential characteristics of mental life: contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing, their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods: methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer: the place of experimental methods.

Nervous System and Mental States: Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

Instincts: The place of natural tendencies in the development of mental life: the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of instincts into habits.

Habit: Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

Interests: The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and the suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

Capacities and Activities: Examination of some of the more fundamental capacities.

Sensitivity: The relation of sense impressions to the growth of knowledge. Retentiveness: The importance of retention in the growth of experience; conditions of retention. Relating activity: First steps in thinking; dissociation, discrimination, and association as activities. Expression: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

Apperception: Mental states or acts as dependent on original tendencies and previous experience: the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful: the process of interpreting the new in terms of the old; the necessity for studying the child's ten-

dencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

Attention: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purposes and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

Sensation and Perception: Sensation as a mental process; the physical conditions of sensation; classifications of sensations; sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

Imagination: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought; laws of association; physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

Memory: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improvement in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention: rules for proper use of repetition; methods of securing association and organization; cramming and its effects.

Thinking: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

Feeling and Emotion: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to

motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development; the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

Will: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in moral training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; the place, the value and the methods of using *The Golden Rule series of Readers;* character development as the full aim of education; factors in character development; the function of the school in character development.

Books of Reference:—

Betts: *The Mind and its Education*. $1.00.
Angell: Psychology. $1.60.
Halleck: Education of the Central Nervous System. 85 cts.
James: Talks to Teachers. $1.35.
Raymont: The Principles of Education. $1.40.

Child Study

(3) The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth.

The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

Book of Reference:—

Kirkpatrick: Fundamentals of Child Study. $1.13.

General Methodology

(4) The object of the course in the Science of Education in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of General Methodology and so to form a basis for the Special Methodology.

The course includes the following topics:—

The Problem of General Method: The relation of general method to special methods and teaching devices; the relation of method to subject matter.

Planning for the Lesson: Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

Means of Presentation of the Lesson: Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

The Aim of the Lesson: Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

Preparation of the Class for the Lesson: Necessity for revival and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

Development of the Lesson: The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focussing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presentation," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

Expression as a Stage in Method: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

Typical Lesson Forms: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

Teaching Devices: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

Books of Reference:—

McMurry: *The Method of the Recitation.* 75 cts.
Bagley: The Educative process. $1.13.
Thorndike: Principles of Teaching. $1.13.

History of Education

18. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course includes the following topics, and deals only with the most important points:—

Education Prior to the Fifteenth Century: *A very brief* survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

The Renaissance: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm: influence of Renaissance upon subject matter, methods, and purposes of schools: humanistic conception of education; humanism and realism.

Reformation and Counter Reformation: The Reformation and the Renaissance. Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

Realism in Education: Verbal realism as represented by Rabelais and Milton: social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

Education according to Nature: Development of the new conception of education: Locke and Rousseau.

Modern Educational Theories and Movements: Pestalozzi and the elementary school; Herbart and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education; the Montessori Method; education as social adjustment; public education in Great Britain; the development of public education in Ontario.

Books of Reference:—

Monroe: *A Brief Course in the History of Education.* $1.00. (Sections for study to be specified by the Normal School master.)
Quick: Educational Reformers. 2 Editions, $1.20 and 95 cts.
Kemp: History of Education. $1.00.

School Organization and Management

19. The object of the course in School Organization and Management is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school.

The course includes the following topics:—

Meaning and Aim of School Management: Organization and government of the school; basic principles of each; the ultimate aim of education; unity of purpose and co-operation of teacher and pupils essential.

Relation of Management to the Teaching Process: Teaching and governing closely interrelated; adjustment, the essential activity in education; how to secure this in the various subjects of study.

The Recitation: Its relation to management; the assignment of lessons; how to study.

The Child: Importance of the child; essential conditions of efficiency, health, sympathetic attitude to work, desire for improvement, effort to improve, good habits, and freedom.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child, to protect the health of his pupils, to develop a right attitude to the work; to arouse desire for improvement and effort to make it, to cultivate good habits, and to protect the child's freedom; the teacher's code of ethics.

The Care of the Child: Healthful conditions in the school room—the heating, ventilating, and cleaning of the building; humidifying the air; the water supply; care of the grounds and out-buildings; protection from contagious diseases; seating; lighting; fire drill; care of the eyes; care of the mind; fatigue, how to avoid it; care of morals.

The Modern School: The building; the class room; the playground; equipment of the class room—charts, library, tools and benches, etc.; co-operation of the pupils in the care of the school; use of building by the ratepayers; relation of teacher and pupils; relation of school and home.

Organization: The need of a suitable environment in school; meaning and elements of organization; grading—basis, number of classes; the best conditions in a school with one teacher and in schools with several teachers; consolidation; special plans of classification—the short interval plan, the group system, the individual plan, the Batavia System.

The First Day in School: General outline of what the teacher should do on the first day.

The Time Table: Principles involved in the construction of a time table; its purpose and value; seat work; fatigue in relation to school work; typical time tables.

Records and Reports: Their importance and nature.

Order and Attention: The problem of attention; the relation of play activities and work activities; incentives, their use and abuse; routine in calling classes and in dismissing school; causes of disturbances; dealing with offences and weaknesses.

Results of Good Management: Good habits formed; knowledge extended; oral and written tests; character developed; Binet's scale of mentality as an auxiliary means of testing pupils.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 85 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 112.)

Ontario Public Health Act and Regulations: So far as they pertain to teachers, pupils, and the school.

BOOKS OF REFERENCE:—

Bagley: Class Management. $1.13.
White: School Management. 90 cts.
Landon: Principles and Practice of Teaching and School Management. $1.13.
Ontario Schools Acts and Regulations (free).
Ontario Public Health Act and Regulations (free).

Special Methodology

20. The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the Science of Education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in the Special Method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public and Separate School Courses of Studies, the provisions of which shall be constantly kept in mind.

GENERAL BOOKS OF REFERENCE:—

Regulations and Courses of Study of the Public and Separate Schools (free).
The Public School Manuals (free).
Carpenter, Baker and Scott: Teaching of English. $1.35.
Chubb: Teaching of English. 85 cts.
MacClintock: Literature in the Elementary School. 90 cts.
Arlo Bates: Talks on the Writing of English. $1.15.

Arlo Bates: Talks on the Teaching of Literature. $1.15.
Hodge: Nature Study and Life. $1.50.
Dearness: How to Teach Nature Study. 60 cts.
Silcox and Stevenson: Nature Study. 70 cts.
Scott: Nature Study and the Child. $1.35.
Coulter: Practical Nature Study. $1.20.
Geikie: Teaching of Geography. 50 cts.
Smith: Teaching of Elementary Mathematics. 85 cts.
Young: The Teaching of Mathematics. $1.35.
Annandale: The Concise Imperial Dictionary. Cl. 65 cts., half morocco, $1.35.
Warren: Elements of Agriculture. $1.10.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course includes the following topics:—

Introductory: The value of language training: the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression.

Oral and Written Composition: Their relation; how habits of speaking and writing good English are formed: the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

Reading

(2) The special object of the course in Reading is to prepare the teacher to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

The Scope of Reading: Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods in Reading: Examination of the various methods of teaching beginners to read: advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages: means of securing natural expressive reading; the place and limitations of imitative reading: common faults on the part of both pupil and teacher and how to correct them: criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers: the necessity for giving attention to expression in all stages; expression to be based on impression: the objects of advanced reading: methods of developing in pupils the habit of reading for thought and pleasure: reading as a means of creating and fostering a taste for good literature.

Mechanics of Vocal Expression: The necessity for attention to the principles of vocal expression: time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to enable his pupils to use the recognized forms in the mechanism of written word-expression.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods of Spelling: Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

Literature

(4) The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

The Nature and Elements of Literature.

Selection of Subject Matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

Methods in Teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study: the value of oral and written reproduction; suitable seat work.

Examination in Literature: Difficulties of examining in literature: specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications: a class course in Literature, in part based on the poetic selections in the Readers: the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training: suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library: methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher to secure precision of expression on the part of his pupils, to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with Composition.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

History

(6) The special object of the course in History is to prepare the teacher to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals.

The course includes the following topics:—

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important; the class academic review to deal with the most important features.

Methods: The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

Stages in the Course: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography: systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

Geography

(7) The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

The scope of geography: its relation to other subjects, especially to nature study, history, and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration: origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life: the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependnce of nations; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools: the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in Elementary Science); excursions in connection with the observations in local geography; interschool correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

Nature Study and Agriculture

(8) The special object of the course in Nature Study and Agriculture is to enable the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them and to broaden and deepen their sympathies with nature.

The course includes the following topics:—

The character and scope of nature study; its relation to formal science: its correlation with other subjects.

Materials for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations: directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various

grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

School Gardens: The purpose of school gardens; school gardens as a phase of nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

Elementary Science

(9) The special object of the course in Elementary Science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically.

The course includes the following topics:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light, and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See under Manual Training.)

Methods of Teaching: The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

NOTES: 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work, with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

2.—In both the nature study and the elementary science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

Arithmetic

(10) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.

The course includes the following topics:—

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation or limitation of quantity by measurement; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers to be engaged in elementary school work. This should include the following:—

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices; subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions; correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, spheres and cones; square root.

Algebra

(11) Having regard to the fact that algebra is arithmetic generalized, the special object of the course in Algebra is the same as that of arithmetic, and, as the examination therein has usually been more recently passed than that in arithmetic, the professional side should receive most attention.

The course includes the following topics:—

The scope of algebra; when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols; the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.

Methods of Teaching algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

The Equation: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

Geometry

(12) The special object of the course in Geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. As in the case of algebra, the professional side should receive most attention.

The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as co-ordinate with exactness of thought.

Writing and Book-keeping

(13) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort and to make him familiar with the best means of securing the same results with his pupils. The special object of the course in book-keeping is to enable him to train his pupils to keep personal accounts.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A set in Single Entry, with accompanying Business Forms, also affording practice in writing.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

Art

(14) The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his aesthetic nature and such facility in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course includes the following topics:—

The scope of art: art as a mode of expression and a means of aesthetic culture: its correlation with other subjects in the school course.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: The principles that determine the rhythm balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Prang's *Text Books of Art Education;* 7 books, $2.40.

Prang's Art Education for High Schools. $1.15.

Prang's Drawing Course. 75 cts.

Atkinson, Mentzner and Grover: Applied Arts Drawing Books. 8 parts: 1-4 10 cts. each, 5-8, 15 cts. each.

D. C. Heath & Co. The Parallel Course Drawing Books. $1.60 per doz.

Practical Drawing: Arts and Crafts Course—8 parts. $2.00 per set.

Caffin: A Child's Guide to Pictures.

Manual Training

(15) The special object of the course in Manual Training is to train the teacher to select and use in the most effective ways constructive exercises which shall train the pupil's hand and eye, shall serve as a means of self-expression, shall correlate the work of the school with the activities of the home, and shall develop a sympathy with manual occupations.

The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available:—

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

Handwork for Primary Grades: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

Drawing: A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work: book-binding, simple repair of books; trimming and mounting of pictures.

Modelling: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing etc.; in teaching principles of design.

Woodwork: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

Household Science

(16) The special object of the course in Household Science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of Manual Training, and possesses the same educational value.

The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available; the subject of sewing should be stressed:—

The scope of household science; its correlation with other subjects in the school course.

The House: Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

Home Nursing: The ideal sick-room (location, furnishing, ventilation, heating, care); care of the patient (bath, bed, clothing, and food).

Sewing: Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

Music

(17) The special object of the course in Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the certificate.

Hygiene

(18) The object of the course in Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

School Hygiene: School sanitation. (See under School Management.)

Communicable diseases: Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene and Physiology (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care

of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health, Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye; lighting, myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight. The ear, throat and nose; ear and throat troubles, causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Physical Culture

(19) The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.

The course includes the following topics:—

Systems: The German, Swedish, French (Delsarte), and American.

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

Book of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools, 25cts. The Copp, Clark Co., Toronto.

Manners

(20) The object of the course in Manners is to enable teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

Manners, 25cts. McLelland and Goodchild, Toronto.

NORMAL MODEL SCHOOLS

21.—(1) The terms of the Normal Model Schools shall correspond with those of the Public Schools. The regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the efficiency of the lessons conducted by the teachers-in-training.

March, 1914.

COURSES AND EXAMINATIONS OF THE FACULTIES OF EDUCATION

AT THE

UNIVERSITY OF TORONTO AND QUEEN'S UNIVERSITY, KINGSTON, ACCEPTED BY THE DEPARTMENT OF EDUCATION FOR TEACHERS' AND INSPECTORS' PROFESSIONAL CERTIFICATES

(Circular No. 16)

The Ontario Department of Education accepts the professional courses and examinations of the Faculties of Education at the University of Toronto and Queen's University, Kingston.* in accordance with the regulations hereinafter detailed.

Courses of Study

1.—(1) The General Course for Interim First Class and Interim High School Assistants' Certificates.

(2) The Advanced Course for Interim High School Assistants' Certificates.

(3) Special Courses for Interim Specialists' Certificates.

(4) The Special Course for Public or Separate School Inspectors' Certificates.

Admission

2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

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*For the details of the subjects, courses, and examinations, see the Calendars of the University of Toronto and Queen's University, Kingston; for these, application should be made to the Universities.

The Session of the Faculty opens on October 1st, when all candidates must be present.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(*a*) His certificate of graduation in Arts, after a regular course, from the Registrar of any University in the British Dominions, said certificate to be subject to the approval of the Minister of Education.

(*b*) His certificate of graduation as Bachelor of Science in Agriculture, [B.Sc. (Agr.)], after a regular university course approved by the Minister of Education.

(*c*) His full certificate for Entrance into the Faculties of Education.

NOTE.—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the schools of the Ontario provincial system for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

General Course

3. The General Course may be taken by any student who has been duly admitted. It trains for certificates as teachers in Public, Separate, Continuation, and High Schools, and consists of three Parts:—

PART I:—

(1) The History of Education; the Science of Education, including Psychology, Child Study, and General Method; School Organization and Management; and Special Methods in the subjects of the Public and Separate School Courses not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy:

(*b*) French and German;

(*c*) Greek and French;

(*d*) Greek and German.

(2) A review, from the academic standpoint, of the subjects of the Public School Courses and of the High School Courses to the end of the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

PART II:—

A course of instruction, both academic and professional, in the Nature Study, Vocal Music, Manual Training (for men), and Manual Training (Forms I, II, III) with Household Science (for women) of the Public School Course, and the Reading, Art, Book-keeping and Writing, Elementary Science, and Physical Culture and Hygiene of both the High and the Public School Courses.

PART III:—

Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools.

(1) The Observation will involve the equivalent of forty school lesson-periods; the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods, and, for all other students, the equivalent of twenty-five school lesson-periods.

(2) Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.

(3) In Observation and Practice Teaching the emphasis will be laid upon the work of the Public and Separate Schools and the Lower School of the High Schools.

The Advanced Course

4. The Advanced Course may be taken by students who, before the beginning of the Session, are graduates in Arts or who hold the degree of B.Sc. (Agr.), as herein prescribed. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

PART I:—

(1) The History of Education; the Science of Education, including Psychology, Child Study, and General Method; School Organization and Management; and Special Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry and Mineralogy;

(*b*) French and German;

(*c*) Greek and French;

(*d*) Greek and German.

(2) A review, from the academic standpoint, of the subjects of the High School Courses to the end of the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

PART II:—

(1) A course of instruction, both academic and professional, in the Reading, Art, Book-keeping and Writing, Elementary Science, and Physical Culture and Hygiene of the High School Courses.

(2) One at least of the Seminary Courses, selected with the approval of the Faculty of Education, from each of the following Groups:—

Group A.—History and Criticism of Educational Systems, Science of Education.

Group B.—Classics, English and History, French and German, Mathematics, Science.

PART III:—

Observation and Practice Teaching in the High School grades.

(1) The Observation will involve the equivalent of forty lesson-periods; the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods, and, for all other students, the equivalent of twenty-five school lesson-periods.

(2) Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.

Special Courses

5. Special Courses include:—

(1) In both the General and the Advanced Course, special courses for candidates for certificates as specialists, in the different departments recognized by the Department of Education.

(2) A special course for certificates as Inspectors of Public and Separate Schools, in the following subjects:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law in Ontario; School Inspection; including the Supervision of Instruction in all subjects of the Public School Course.

(3) Such other special courses as may be offered from time to time.

Standing of Candidates

6.—(1) With the exceptions indicated below the standing of the students in attendance in the subjects of the *General* or the *Advanced Course* or a *Special Course* shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe. The Maximum marks for this term work shall not be more than forty per cent. of the aggregate of marks for each subject.

(2) In Nature Study, Vocal Music, Manual Training, Household Science, Reading (of the High School Course), Art, Book-keeping and Writing, Physical Culture and the Seminars the standing of the students in attendance shall be determined wholly by the term work.

(3) The standing of candidates not in attendance shall be determined by the results of the final examinations, or in the case of the subjects enumerated in (2) above, by such practical exercises and tests as the Faculty may prescribe.

FINAL EXAMINATIONS AND TESTS

7.—(1) Examinations are held at Toronto and Kingston or at such local centres as may be selected by the Senate of the University concerned.

(2) (*a*) Written examinations and other tests are held in the following subjects at the close of the session:

Science of Education, School Organization and Management, Vocal Music, Art, Physical Culture, the Seminars, Methods in the English and Mathematics of the High School Courses and in the Public School subjects referred to in Part I of the General Course.

(*b*) The other written examinations or the tests in the other subjects may be held at convenient periods during the session.

(3) The examinations for certificates as Specialists and Public and Separate School Inspectors are held at the close of the session.

(4) Candidates not in attendance may take the examinations or other tests in May or at such times and under such conditions as obtain with the candidates in attendance.

PASS PERCENTAGES

8.—(1) (*a*) The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I, II, and III.

(*b*) The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each paper or subject.

(2) (*a*) A candidate unsuccessful in Part III or a candidate who, although successful in Part III, has not obtained at least thirty-five per cent. of the marks for each subject in Parts I and II, and at least fifty-five per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I, II, and III.

(*b*) Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in the Part or Parts (taken together or separately) in which they have not already passed.

ATTENDANCE

9.—(1) (*a*) Regular attendance in the General and the Advanced Course is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education, and for such other students as may be permitted by the Dean to Act, for not more than a total of one month, as substitute teachers in the schools controlled by the Department of Education.

(*b*) A return of the attendance shall be made to the Minister of Education at the close of the session.

(2) (*a*) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress or general health is unsatisfactory may be dismissed from attendance at any time during the session.

(*b*) Candidates for certificates as Public or Separate School Inspectors are not required to attend.

SPECIALISTS

10.—(1) Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses.

(2).—(*a*) No students in attendance except those who have had their standing approved may be admitted to the final examinations.

(*b*) Other candidates for admission shall submit their claims to the Dean for his adjudication.

MODIFICATION OF COURSES

11.—(1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I of either of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

(2) Candidates who hold Provincial Professional certificates in Art, Household Science, Manual Training, Vocal Music, and the Commercial subjects may be exempted from the courses and examinations in these subjects. Candidates holding Provincial certificates in Physical Culture shall take the courses, but may be exempted from the examinations.

(3) (*a*) Candidates who have passed in Household Science as a bonus at the examination for Entrance into the Normal Schools may be exempted from the academic work in sewing and cooking, but shall take the methodology of the subject.

(*b*) Candidates who have passed in Manual Training as a bonus at the same examination may be exempted from the course in wood-working of Form IV, but shall take the Manual Training of Forms I, II, III of the Public and Separate Schools, together with the methodology of the subject.

TEACHERS' CERTIFICATES

12. Certificates of qualification may be granted by the Department of Education on the results of the examinations of the Faculties of Education as follows:—

(1) *Interim High School Assistants'* Certificates to candidates who are twenty-one years of age, who have attended regularly, and who have obtained in each of Parts I, II and III of their courses forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(2) *Interim First Class* Certificates to candidates who have attended regularly and who have obtained in each of Parts I, II, and III of their course forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(3) *Interim High School Assistants'* Certificates to candidates who are twenty-one years of age, who, as provided in Regulation 13 (4) below, are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their courses forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

(4) *Interim First Class* Certificates to candidates who, as provided in Regulation 13 (4) below, are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course forty per cent. of the marks in each subject and sixty per cent. of the aggregate of marks.

NOTE.—**Candidates who have passed in one of the parts under former regulations shall complete their examination under said regulations with the same percentages for pass as are required herein.**

(5) *Interim School Class* Certificates, valid for two years to students in the General Course who have attended regularly and who have obtained at least thirty-five per cent. of the marks for each subject in Parts I and II, and at least fifty-five per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

(6) *Interim High School Specialists'* Certificates:—

(*a*) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained sixty per cent. of the marks assigned to the Special Course or Courses of their department.

(*b*) To candidates who are exempt from attendance and who have obtained sixty per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

(7) *Inspectors'* Certificates:—To candidates who have obtained forty per cent. of the marks in each paper and sixty per cent. of the aggregate of marks.

Special Cases of Candidates Exempt from Attendance

13.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class certificates, by passing at one subsequent examination and with the prescribed percentages in the special Public and Separate School subjects of the General Course and by satisfying the Faculty by a practical test of their ability to teach Public and Separate School classes.

(2) Teachers who hold First Class or High School Assistants' certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' certificates, provided they hold the necessary academic certificate and pass

the professional examinations for such standing in the Special Courses prescribed for such certificates.

(3) Teachers who hold Permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience (all in Canada and at least one-half in the schools of the Ontario Provincial System) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General Course, taking Parts I and II together or separately, but without taking the prescribed session. Such candidates will be granted (*a*) Permanent First Class certificates without being required to pass in Part III, and (b) Interim High School Assistants' certificates on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least sixty per cent. in Part III, thirty-five per cent. in each subject of Parts I and II and at least fifty-five per cent. of the aggregate of the marks for each of said Parts, may write at the examination for Interim First Class or Interim High School Assistants' certificates without taking the session over again or being required to take again the Part in which they may have already passed.

Value of Interim Certificates

14.—(1) An Interim Second Class certificate shall entitle the holder to teach in a Public or Separate School.

(2) An Interim First Class certificate shall entitle the holder to teach as Principal or Assistant in a Public or Separate School, as Assistant in a Continuation School or as Principal of a Grade B or Grade C Continuation School if endorsed by the Minister as valid for such Principalship after two years' successful experience as attested by the inspectors.

(3) An Interim High School Assistant's certificate shall entitle the holder to teach as assistant in a High School or a Grade A and, if the Principal holds an Interim or Permanent First Class certificate, in a Grade B Continuation School.

(4) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught, or on the application of the holder if he has not taught thereon.

Permanent Certificates

15.—(1) After at least two years of successful experience, on a professional certificate, as a teacher in a Public or Separate School, the holder of an Interim First or Second Class certificate shall, on the report of the last Inspector concerned, be entitled to a Permanent certificate, provided, however, that he is then twenty-one years of age.

(2) After at least two years of successful experience as a teacher in a Continuation or High School, subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ordinary or specialist, shall, on the report of the last visiting Inspector concerned, be entitled to a Permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(3) A Bachelor or Master of Arts or a Bachelor of Science in Agriculture who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School Inspector concerned, has taught successfully at least three years in the Schools of the Ontario Provincial System (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

May, 1914.

TEXT-BOOK REGULATIONS

(Circular No. 14)

PUBLIC, SEPARATE, CONTINUATION AND HIGH SCHOOLS, AND COLLEGIATE INSTITUTES

NOTE.—In the following Regulations, "Principal" applies to the head teacher where there are more than one teacher, and to the teacher where there is only one.

1. As specified therein, the text-books listed in Schedules A and C below, and the accompanying Blank Books listed in D below—shall be authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes. In Schedule B are listed the readers prescribed by the Minister of Education for use as defined in 11 (1), and (2) below, and in Schedule E the Manuals provided for teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, C, and D below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. As may be determined by resolution of the Board of School Trustees, the following, as prescribed by the Regulations and as selected by the Principal and approved by the Inspector, shall be purchased by the pupils or provided by the Board of School Trustees in the school library for the pupils' use in numbers satisfactory to the Inspector:

(1) The four books in English Literature to be read by candidates preparing for a Departmental Examination;

(2) Supplementary Reading for all the Forms.

4. No text-books are authorized in Art, Biology, Agriculture and Horticulture, Manual Training, or Household Science, but suitable reference books, selected by the Principal and approved by the Inspector, shall be provided in the school library by the Board of School Trustees for the pupils' use in numbers satisfactory to the Inspector.

5. For Religious Instruction in the Public, Continuation, and High Schools, and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

6. The edition of the High School French Grammar or of the Ontario Public School Speller which was used in any school during the school year ending the thirtieth of June, 1914, and the continued use of which is recommended by resolution of the Board of School Trustees passed on or before the re-opening of the schools in September, 1914, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases the Principal shall introduce next September the text-books authorized in this circular which are not already in use in his school.

NOTE.—Principals who desire to retain the High School French Grammar or the Ontario Public School Speller for the sake of classes that already possess them, are hereby warned:

That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 6 above.

7.—(1) The Principal shall submit to the Inspector at his official visit a copy of each of the resolutions provided for in 3 (1) and (2), and 6 above and in 11 (1) and (2), and 13 below, duly dated and certified by the Secretary of the Board of School Trustees.

(2) It shall be the duty of the Inspector to see, at his first visit to each school after the receipt of this circular, that the resolutions of the Board of School Trustees referred to in 7 (1) have been duly passed, and, when necessary, from time to time thereafter, that the provisions of the aforesaid regulations have been duly carried out in the school.

Public and Separate Schools

8. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public and Separate Schools.

9. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

10. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1913-14, in French or German Reading, Grammar, and Composition shall remain authorized for use during the school year 1914-1915.

11. As may be determined by resolution of the Board of School Trustees, the following books, as prescribed by the Regulations, shall be purchased by the pupils or provided by the Board in the school library for the pupils' use in numbers satisfactory to the Inspector:

(1) (*a*) The Readers in History and Geography, and either Hygiene for Young People or The Story of the Human Body or both, which are herein prescribed by the Minister of Education for use in Form III of a Public or a Separate School.

(*b*) Under the same conditions these Readers may be used as supplementary to the authorized texts in the higher Forms.

(2) The First, Second, Third, and Fourth Golden Rule Books which are herein prescribed by the Minister of Education for use in Forms I (*Senior Grade*), II, III, and IV, respectively, of a Public or a Separate School.

Schedule A

TEXT-BOOKS AUTHORIZED

Public and Separate Schools

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. $0.10
Ontario School Geography. Educational Book Company of Toronto, Ltd. (*Authorized for the Fourth and Fifth Forms.*) ..... .65
Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized for the Fourth and Fifth Forms.*) ..... .10
Ontario Public School History of England. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms.*) .25
Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) .25
Ontario Public School Hygiene. The Copp, Clark Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .20
Ontario Public School Speller, Revised Edition. The Copp, Clark Co., Ltd. (*Ready September First*) ..... .15
Ontario Public School Composition. The Copp, Clark Co., Ltd. (*Authorized for the Third, Fourth, and Fifth Forms*) ..... .15
Ontario Copy Books, Five numbers. E. H. Harcourt Co., Ltd. Each .02
Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05
Ontario School Book-keeping.—First Course. Educational Book Company of Toronto, Ltd. ..... .30

Ontario Readers. The T. Eaton Co., Ltd.:
Primer ..... .04
First Book ..... .06
Second Book ..... .09
Third Book ..... .14
Fourth Book ..... .16

Roman Catholic Separate Schools

Canadian Catholic Readers.—The Copp, Clark Co., Ltd.:
First Book, Part I ..... .05
First Book, Part II ..... .08
Second Book ..... .13
Third Book ..... .16
Fourth Book ..... .20

Schedule B

BOOKS RECOMMENDED

Public and Separate Schools

Readers for Form III.—*See Regulation 11 (1).*
The Story of the British People. Thomas Nelson and Sons, Toronto, or The Copp, Clark Co., Ltd. $0.35
The Story of the Earth and Its Peoples. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd. ..... .50
Hygiene for Young People. The Copp, Clark Co., Ltd. ..... .25
The Story of the Human Bady. Thomas Nelson and Sons. ..... .35
Golden Rule Books.—The Macmillan Company of Canada, Ltd.

See Regulation 11 (2).

Book I ..... .20
Book II ..... .30
Book III ..... .35
Book IV ..... .40

The Golden Rule Books will be ready before the close of the present half year. The exact date will be duly announced.

Continuation and High Schools, and Collegiate Institutes

12. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

13. For the High School Upper School, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees. If no change has been made since the passing of this resolution, another resolution is not necessary.

14. Any edition of the Literature texts in English, French, or German, prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

15. Boards of School Trustees shall provide in the school library a supply of the High School Flora, Part II, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, but they shall not be required to buy them.

16. The price of any blank book specially prepared for exercises or for recording notes in Science or in any other subject shall not exceed 25c.

17. For special Middle School Art work, in addition to the authorized Blanks, any other paper may be used when deemed necessary by the Principal.

Schedule C

TEXT-BOOKS AUTHORIZED

Continuation and High Schools and Collegiate Institutes

Ontario High School Reader. The Canada Publishing Co., Ltd...$0.40
Ontario High School English Grammar. The Canada Publishing Co., Ltd. ..... .45
Ontario High School English Composition. The Copp, Clark Co., Ltd. ..... .18

History and Geography:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. ..... .60
Ontario School Geography. Educational Book Company of Toronto, Ltd. ..... .65
Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. ..... .75
Ontario High School History of England. The Macmillan Company of Canada, Ltd. ..... .65
Ontario High School History of Canada. The T. Eaton Co., Ltd. .19

Mathematics:

Ontario High School Arithmetic. The Hunter-Rose Company,Ltd. .$0.40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. (*Authorization expires Midsummer, 1915*) .... .50
Ontario High School Geometry. The Copp, Clark Co., Ltd. ..... .40

Classics:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. 60
White's First Greek Book. (*Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.*) 1.25

Moderns:

Ontario High School French Grammar. The Copp, Clark Co., Ltd. .60
Ontario High School French Reader. The T. Eaton Co., Ltd. ..... .11
High School German Grammar. The Copp, Clark Co., Ltd. .... .70
Ontario High School German Reader. William Briggs ..... .13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd. ..... .90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. ..... .35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. 40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. ..... .20

Book-keeping:

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30
Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Course in Book-keeping*) 1.00

Writing:

Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05

Schedule D

BLANK BOOKS AUTHORIZED

Public, Separate, Continuation and High Schools, and Collegiate Institutes

Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. $0.12
Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto ..... .08
These two Blanks may be obtained in one packet at 20 cents.

Public and Separate Schools

Ontario Blank Copy Books. E. H. Harcourt Co., Limited ..... .02
Ontario Blank Drawing Book, No. 1. W. J. Gage and Co., Ltd. .... .05

Continuation and High Schools, and Collegiate Institutes

Ontario Blank Drawing Book, No. 2. W. J. Gage and Co., Ltd. .... .05

Schedule E

TEACHERS' MANUALS

The Department publishes from time to time Teachers' Manuals dealing with methodology and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries; teachers may obtain copies at the prices given below on application to the Deputy Minister of Education.

The following Manuals have been published:—

Continuation and High Schools, and Collegiate Institutes

Suggestions for Teachers of Science, 50 cents.
English Composition, 15 cents.

Public and Separate Schools

Primary Reading, 10 cents; Ontario Readers, Books II, III, IV, 25 cents; Arithmetic, 15 cents; Grammar, 15 cents; History, 10 cents; Literature, 25 cents; Composition, 15 cents; Manual Training, 25 cents.

At a later date the following will be published:
Art; Spelling; Geography; Household Science; Nature Study and Elementary Science; Golden Rule Books.

SPECIAL NOTICE TO TEACHERS AND SCHOOL BOARDS

The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

AUTHORIZED TEXT-BOOKS

REVISED STATUTES OF ONTARIO

High Schools Act

53.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the Inspector, may withhold the whole or any part of the Legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject.

Public Schools Act

86. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations.

113. If a teacher negligently or wifully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the Inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion.

101.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

REGULATIONS FOR SEPARATE SCHOOLS

The above Sections in regard to authorized text-books in Public Schools are statutory, The same provisions are hereby prescribed as Regulations for the Separate Schools.

REGULATIONS FOR OTHER CLASSES OF SCHOOLS

For the Regulations governing the use of text-books in Commercial and Agricultural High Schools and Courses and in Industrial, Technical, and Art Schools and Courses, see the Syllabuses of these Schools and Courses.

July, 1914.

DUTIES OF THE REGISTRAR

With Respect to Examinations

(Instructions No. 7)

1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. As far as practicable he shall disclose to no one the name of any candidate or of his examination centre.

4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-Chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall

superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results so that they may clearly indicate the subjects in which candidates have passed or failed.

5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

Duties of Examiners-in-Chief

6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-Chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.

8. The Examiners-in-chief are directed to take care that changes in the general character or style of the questions in any subject, are introduced judiciously and gradually, in order that there may be no sudden breaches of continuity in the character of the papers.

9. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-books.

10. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.

11. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the questions, and especially the value of the incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiner-in-chief shall be final; and *without the consent of the Examiner-in-Chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion.* Any additional necessary allowance shall be made by the Revising Committee on the report of the chairman of the section through the Registrar, but no such allowance shall be made without the consent of the Minister or of the University Matriculation Board, as the case may be.

12. Such of the Examiners-in-chief as may be appointed a Revising Committee shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-Chief. Before the results of the examination are published the report of the Revising Committee thereon shall have the approval of the Minister or of the University Matriculation Board, as the case may be.

13. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Committee, such reports as are provided for in 12 above.

14. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

Duties of Associate Examiners

15. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform.* He shall also report to the Revising Committee through the Registrar, any matters that require its attention, but such report shall have first been submitted to the Examiner-in-chief.

16. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in the numerical order in which they are received.* In cases of suspected copying, the Associate Examiner shall note on the face of the envelope, "Copying, see No....., question....," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion, when so requested by the Registrar.

17. In the case of the papers in *English Grammar, Literature,* and *Composition,* one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

18. In reading the answer papers each Associate Examiner shall mark distinctly in the left-hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature, and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.,* Grammar 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

19. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

20. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall keep a record of the number of papers read each day and shall report the results of their work to the chairmen of their respective sections. In no case shall any record of the candidates' numbers or of the marks assigned be taken outside the examination room.

21. *Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

22. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall ask the Chairman of his section to report the fact without delay to the Registrar, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

23. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Minister and of the University Matriculation Board respectively.

May, 1914.

ANNUAL DEPARTMENTAL EXAMINATIONS

(Instructions No. 5)

INSTRUCTIONS TO PRESIDING OFFICERS

Presiding Officers are requested to peruse carefully the following instructions and to see that they are fully carried out:—

1. At each centre there shall be a chief Presiding Officer and such assistant Presiding Officers as may be required under Instruction 12.

2. The Presiding Officers shall be nominated by the Public School Inspectors, subject to the approval of the Minister. Such approval may be assumed unless the Inspector is notified to the contrary.

3. Except with the approval of the Minister, every Presiding Officer shall be an experienced male teacher now engaged in teaching or inspecting schools, preference being given to the holders of Permanent High School or First Class certificates or of Permanent Second Class certificates with five years' experience.

4. Each Inspector, or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector the examination papers, and shall thereupon be responsible for the safe-keeping of the bag and its contents until the examination is concluded.

5. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened, the names and numbers of the envelopes containing the question papers should be verified with the time-table and with the name lists. Should any question envelopes be missing the Presiding Officer shall *telegraph the Department at once.*

6. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

7. If there is sufficient accommodation and if sufficient papers have been received, the Presiding Officer shall admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, *with one dollar additional,* as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.

8. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (8) is to be observed, *however small may be the number of candidates.*

9. In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

10 (*a*) The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, the authorized examination books and squared paper and drawing paper from No. 2 blank drawing books. Each candidate will receive *one* examination book or sheet of drawing paper, *one* sheet of squared paper (when necessary), and *one* answer envelope at the *beginning of each examination period* and other books or sheets as required during said period. No paper other than those mentioned herein shall be distributed to the candidates, and no paper, examination book or other books shall be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination books on the first page thereof.)

(*b*) Special examination books for the use of candidates in Book-keeping have been prepared and may be obtained from the same firms that publish the ordinary examination books. A sufficient supply of these Book-keeping examination books shall be provided for the use of candidates writing on any examination in which book-keeping occurs as a subject.

11 (*a*) In order to facilitate the answering of questions on the papers in Mathematics which may require the drawing of graphs, candidates at such examinations shall be provided with sheets of squared paper by the School Board concerned.

(*b*) Similarly for use on History or other papers requiring geographical location, outline maps have been prepared by the Department and will be furnished where required.

(*c*) The Presiding Officer will hand out one sheet of squared paper or an outline map with each question paper requiring its use. Additional sheets may be given, one at a time, to candidates as required. Great care must be taken in accounting for all sheets distributed.

(*d*) The Presiding Officer will require each candidate to attach each sheet, as soon as received, to the top of one of the pages of his examination book. A gummed margin has been provided for this purpose at the top of the reverse side of the sheet.

12. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

13. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination books and in accounting for such envelopes and examination books as have been distributed. [Also see (3) (*a*).]

14. *Punctually* at the time appointed for the commencement of each examination the Presiding Officer shall, in the examination room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

15. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

16. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects), and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candidates* (Exam. Form 108 or 109). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer envelopes to be opened, and he shall be responsible for their safekeeping until transmitted to the Department. The answer papers as well as the question papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

17. Oral Reading is prescribed for each of the following examinations:—Senior High School Entrance, Senior Public School Graduation, Model Entrance, and the Lower School examination for entrance into the Normal Schools and Faculties of Education. The Presiding Officer is required to test the candidate's knowledge of the principles by questions based on the passage or passages read as well as his ability to read intelligently and intelligibly. The maximum value to be assigned is 50 marks, which is to be apportioned as follows:—reading 35; questions on the principles 15. The Form for reporting the marks assigned in reading will be found in the envelope with the question papers. The examination may be conducted at the times suggested on the time-table or at such other times as will cause the least inconvenience to the candidates. It is essential that the Inspector should nominate as Presiding Officers teachers who will be competent to conduct the examination in Oral Reading. In notifying them of their appointment the Inspector should bring to their attention the necessity of fully

preparing themselves in advance for the proper conduct of the examination.

18. Under the provisions of Departmental Examination Regulation 37 (4) as amended (see High and Continuation School Regulations), Lower School candidates, may on application, be granted certain exemptions. Unless the applications of such candidates for exemption have been received and granted prior to the examination they shall not be entitled to the special exemptions referred to.

19. The attention of the Presiding Officer is also directed to the fact that, under the provisions of Departmental Examination Regulation 42 (2) (*e*), Upper School Faculty Entrance candidates may take the bonus papers in Middle School Art.

20. For special instructions regarding the examinations in Biology, etc., see the circular (Examination Instruction No. 52) which is forwarded to each Presiding Officer prior to the examination.

INSTRUCTIONS TO CANDIDATES

(To be read to Candidates as indicated on Time-Table)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and, if he then leave, he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled, and he will be debarred from presenting himself at any Departmental or Matriculation examination for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination book. If he write his name or any distinguishing mark on his examination book, or if he tear any paper from his book, of if he insert in his book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6 (*a*) The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and, on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour," according to the papers taken.

(*b*) Every candidate competing for a university scholarship who also desires standing for Entrance into the Faculties of Education must write upon all subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examination for Entrance into the Normal Schools or the Faculties of Education who take, in addition, Matriculation papers for the *purpose of Matriculation standing,* should place the answers to such extra papers in Matriculation envelopes, and the Presiding Officer shall enter their names (if this has not already been done) on the combined Middle School tally-list. If their names are not entered as Matriculation candidates on the official name list (Examination Form 108) the additional Matriculation fee of $3.00 should be collected from them. Such extra Matriculation answer papers are to be forwarded to the Department along with the answers of the Middle School candidates.

8 (*a*) On application, accompanied by the additional fee prescribed ($3.00), candidates for the full Middle School Normal Entrance examination may have their marks considered for Matriculation purposes.

(*b*) Except as stated in (*a*) above, Middle School Normal Entrance papers will not be considered for Matriculation purposes.

9. Honour Matriculation papers, except in the cases of scholarship candidates, will not be accepted in lieu of the corresponding papers of the Upper School examination for Entrance into the Faculties of Education.

10. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should an error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

11. In case of the illness of any candidate affecting his examination, the Presiding Officer should report full particulars to the Department *immediately*

at the close of the examination, and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered.

(To be read to Candidates by the Principal previous to the Examination)

12. Candidates should see that they use the correct answer envelopes, as follows:—

(*a*) Senior High School Entrance and Senior Public School Graduation candidates use the white envelopes designated (in green ink) "Senior High School Entrance examination" and "Senior Public School Graduation examination" respectively.

(*b*) Lower School examination candidates use the manilla envelopes designated (in purple ink), "Lower School examination for Entrance into Normal Schools and Faculties of Education."

(*c*) Model School Entrance candidates use the manilla envelopes designated (in green ink), "Entrance into Model Schools."

(*d*) Normal School Entrance (Middle School) candidates use the manilla envelopes designated (in red ink), "Middle School examination for Entrance into the Normal Schools."

(*e*) Faculty Entrance candidates use the manilla envelopes designated (in black ink), "Examination for Entrance into the Faculties of Education."

(*f*) Pass (junior) Matriculants use the white envelopes designated (in red ink), "Junior Matriculation."

(*g*) Honour (senior) Matriculants use the white envelopes designated (in black ink), "Honour Matriculation."

(*h*) University Scholarship candidates use the red envelopes designated "Matriculation examination (Scholarship)" for all their matriculation papers, whether pass or honour.

(*i*) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

13. Scholarship candidates who desire standing for Entrance into the Faculties of Education should not make application therefor until after the scholarship results are made known.

14. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass or honours.*

15. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who fail by not more than a reasonable margin in any way are immediately re-read by the Examiners-in-chief. Candidates who still fail in this supplementary reading are sent statements of marks endorsed with the word "Re-read." No further appeal is allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks is carefully checked on all answer papers.

16. No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal is allowed if desired. In view of the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

17. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper.* The fee is $2, which is refunded if the appeal is sustained.

18. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives. Application should not be made until the results are announced.

19. Candidates who do not make application to write on an examination until after the date prescribed shall be charged $1 extra.

Making Reports and Returning Answers to the Department

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Exam. Form 21) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department shall send a diagram of *each room* on the Forms provided (Exam. Form 21), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3.—(*a*) The Presiding Officer shall not arrange the answer papers according to subjects, but shall arrange them so that all of the answers of each candidate for examination shall be sent together [except as specified in (*b*)] and in the order in which their names appear on the list of candidates for the examination. (Exam. Form 108 or 109.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(*b*) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that (i) the Middle School Normal Entrance and the Pass Junior Matriculation papers of a candidate taking the two examinations should be placed in their respective envelopes and returned in one parcel and checked on the combined tally-list, and (ii) all the pass and honour matriculation answer papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer envelopes.

5. The answers of the candidates taking (*a*) the Lower School examination for Entrance into the Normal Schools and the Faculties of Education, (*b*) the examination for Entrance into the Model Schools, (*c*) the Senior High School Entrance Examination, and (*d*) the Senior Public School Graduation examination together with the corresponding tally-lists, shall be returned securely tied, at the close of these examinations, in one of the bags provided.

6. The answers of the candidates taking (*a*) one or both of the Middle School examinations for Entrance into the Normal Schools and for pass Junior Matriculation, (*b*) the Upper School examination for Entrance into the Faculties of Education, (*c*) the examination for Honour Matriculation, and (*d*) the examination for University Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of these examinations, in one of the bags provided.

7.—(*a*) Each bag shall be so tied that the words, "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*b*) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(*c*) All surplus examination papers may be given at the close of the examinations to the Principal of the school.

(*d*) All surplus answer envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

Expenses of the Examination

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of $2.00, provided that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $5.00 a day and return railway fare or the ordinary cost of conveyance.

3. The incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

General Information and Instructions

1. The examination fees are as follows:—

Senior High School Entrance	$5 00
Senior Public School Graduation	5 00
Lower School Examination for Entrance into the Normal Schools and Faculties of Education	3 00
Model Entrance	5 00
Middle School (Normal Entrance)	5 00
Part A or Part B—Reg. 38 (2)	3 00

Upper School (Faculty Entrance), Part I or Part II	5 00
Parts I and II	8 00
Parts A, B, C, and D, [Reg. 39 (2)] any one	3 00
Three or more	8 00
Pass Junior Matriculation: not more than four papers	3 00
more than four papers	8 00
Honour Matriculation: not more than four papers	5 00
more than four papers	10 00
Scholarship Matriculation	10 00

If the fees for the examination which a candidate desires to take amount to any more than $10.00, only $10.00 will be required.

2. Attention is directed to the scale of fees to be paid by candidates. When the fee is $10, $8, $6,, $5 or $3 the amount to be sent to the Department is $6, $5, $4, $3 or $2 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

NOTE.—*The Inspector is requested to forward the fees due the Department per bank draft or money order. Cheques should not be forwarded.*

3. Applications will not be received by the Inspector after the prescribed date, and candidates are reminded that they should in no case forward their applications to the Department. If a candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided that there is the necessary accommodation, and that a sufficient number of question papers has been received. An additional fee of $1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

March, 1914.

MEMORANDUM FOR PRINCIPALS, INSPECTORS, AND PRESIDING OFFICERS

Re Midsummer Examinations, 1914

(Exam. Instruction No. 52)

1. *Practical Examination in Biology*:

Candidates for Honour or for Scholarship Matriculation who include Biology in their course will have practical work. The material for this work will be forwarded in due time from the Department of Education and will consist of one plant, a microscopic section, and an animal.

The bottles and boxes used for the conveyance of the material for the examination are to be returned to the Department of Education.

Zoology

Give out the Zoology paper with the animal at 9 a.m.

The animal is furnished in weak alcohol, and is to be examined by the candidates in the water of their dissecting trays.

If by any defect in the arrangements for the examination, the candidates are without dissecting dishes, in which water may be provided, all the material, animal and vegetable, furnished in bottles, is to be soaked for ten minutes in water before distribution.

Botany

Give out the Botany paper with the plant and the microscopic section at 1.30 p.m.

The plant is delivered in weak formalin and in bottles, and should be allowed to soak in water for at least *ten minutes before distribution.* The candidates are to receive the specimen in water in their dissecting trays, that it may not become dry before examination. *This is important.*

Each candidate is to be allowed the use of a compound microscope for *thirty minutes* during the examination period.

2. *Public School Graduation, Senior High School and Model Entrance*:

(*a*) To the Junior and Senior Public School Graduation examinations only those candidates shall be admitted who are in attendance at Public School Fifth classes.

(*b*) To the Senior High School Entrance examination only those candidates shall be admitted who are in attendance at a High or Continuation School in which the Middle School work is not taught.

(*c*) To the Model Entrance examination only those shall be admitted who are able to qualify as to age, and who on their applications pledge themselves, if successful, to attend a Model School for the ensuing session.

3. *Exemptions at the Lower School Examination*:

Candidates for the Lower School examination who desire to claim the exemptions referred to in Departmental Examination Regulation 37 (4) are warned that application for said exemptions shall be made before the examination.

4. *September Lower School Examination Discontinued*:

The September examination in the Lower School subjects previously held under the approved school scheme has been discontinued.

5. *Logarithmic and Trigonometric Tables*:

For the problems in Trigonometry, etc., each candidate writing on the Mathematical papers of the Upper School Examination shall be allowed the use of a Book of Tables. If a sufficient number of these books is not in the school at which the examination is held a candidate may, with the consent of the Presiding Officer, use his own Book of Tables.

6. *Middle School Latin*:

To accommodate candidates for the combined Normal Entrance and Junior Matriculation examinations who desire to take the Art bonus for the former the time-table has been so arranged that they may take also the Matriculation Latin papers. Those candidates, however, who take the Latin bonus papers need not

take the Matriculation Latin papers, as the results of the former will be considered for Matriculation as heretofore. If both are taken the latter alone will be considered for Matriculation.

7. *Appeals*:

In the case of the Lower School, the Model School Entrance, the Senior High School Entrance, and the Senior Public School Graduation examinations, all appeals shall be forwarded to the Department of Education *not later than August 7th,* and in the case of all other examinations, *not later than August 25th.*

Each appeal should be made on a separate sheet of paper, the full name of the candidate with the name of the examination centre at which he wrote should be clearly stated, and the required fee of $2 enclosed. Careful attention to these particulars will greatly aid the Department in having results of the appeals announced at an early date.

In view of the precautions taken (see Instructions No. 5) there is but little use in appealing unless there is very strong reason to believe that a mistake has been made.

May, 1914.

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1914

(Circular No. 57)

General Instructions

1. The Department of Education continues to require the maintenance of a high standard at the High School Entrance examination in order to secure a proper standard of work in the Public and Separate Schools and to prevent the congestion of the High Schools with inadequately prepared pupils. Hitherto, notwithstanding the plain provisions of the Regulations, pupils have been improperly admitted to some of the High and Continuation Schools. Attention is now directed to the fact that the only provisions outside of the general one for the admission of pupils are contained in the following sections of the Regulations relating to admission to the High Schools.

(*a*) Section 9 (6), which provides for the submission of a case by the Chairman of the Entrance Board for consideration on the complaint of any candidate or of any other person.

(*b*) Section 11, which provides for the admission in the interval between examinations of a candidate who has been prepared on a different course in another Country or Province.

In all cases the admission of pupils must be approved by the Minister before certificates can be issued to them.

Members of Entrance Boards and Presiding Officers are directed to make themselves familiar with the Regulations in regard to the Junior High School Entrance examination as set forth in the High and Continuation School Regulations of 1913.

Application for Admission

2.—(1) The Junior High School Entrance examination for 1914 will begin on Wednesday, the 17th of June at 1.15 p.m., and will be conducted under the

provisions of Sections 44-47 of the High Schools Act and of the High School Entrance Regulations of 1913, subject to the instructions herein contained.

(2) Candidates who purpose writing at the examination shall notify the Public School Inspector before the 15th day of April.

Instructions to Inspectors

3. The Inspector shall notify the Minister not later than the 20th day of April in each year, on a Form supplied by the Department, of the number and location of the Entrance centres in his Inspectorate, the name and address of each Chief Presiding Officer, and the number of candidates desiring to be examined at each of such centres.

4. Immediately thereafter he shall send to each Presiding Officer one copy of this Circular of Instructions.

5. Blank Forms for the use of Public School Principals in making their reports on the standing of candidates under Regulation 7 have been prepared by the Department of Education and will be sent to Inspectors *on request*. The number required should be stated. Some such form of report should be used in all Inspectorates, but it is not intended that the Form prepared by the Department shall necessarily replace Forms already in use.

Instructions to Presiding Officers

6. The question papers for a centre will be sent by the Department of Education to the chief Presiding Officer for that centre.

7. On the receipt of the bag containing the question papers the Presiding Officer shall see that *the seal is intact*. The bag can be opened by cutting the cord, and, when opened, the subjects and number of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, he should *telegraph the Department at once*. The envelope containing the papers in any subject shall not be opened, however, until the time prescribed in the time-table for the examination in such subject.

8. Each Presiding Officer shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying. Under no circumstances shall two candidates be allowed to sit at the same desk.

9. He shall open the envelope containing the papers in each subject in the presence of one or more witnesses, at the time prescribed, and one paper shall be placed on each candidate's desk.

10. He shall exercise proper vigilance over the candidates to prevent copying, and shall allow no candidate to communicate with another, *nor permit any person except another Presiding Officer to enter the room during the examination.* No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.

11. He shall see that the candidates promptly cease writing at the appointed time, fold and endorse their answer papers properly, and in every respect comply with the instructions herein contained.

12. He shall submit the answers of the candidates to the Examiners according to the instructions of the Entrance Board.

13. Where fees have been imposed, as provided in Section 46, subsection 5 of the High Schools Act, the chief Presiding Officer at a centre shall collect such

fees from the candidates and account for the same, as provided in Section 6 of the High School Regulations of 1913.

Instructions to Candidates

14. Every candidate shall be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

15. Every candidate shall write his answers only on one side of the paper. He shall number each answer, and shall arrange the sheets numerically, according to the questions, folding them once crosswise, and endorsing them with his name, the name of the subject, and the name of the centre at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

16. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note, or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

17. In the case of the illness of any candidate or other unavoidable cause of absence from all or part of the examination, full particulars accompanied by a medical certificate shall be submitted to the Entrance Board immediately at the close of the examination.

18. An appeal against the standing of any candidate shall be made to the Entrance Board not later than October 1st. Such appeals shall not be made to the Department.

Report and Answer Papers

19.—(1) Each local High School Entrance Board shall submit a report in two sections, the first giving the names of candidates who have obtained 40 per cent. of the marks in each subject and 60 per cent. of the aggregate; the second giving the names of others who have been recommended under Regulations 9 (3), (5) and (7).

(2) The second section shall contain a statement of the marks of the candidates listed therein, with the reasons in detail for the recommendations.

(3) The report shall be sent by mail to the Deputy Minister of Education *as early as possible, and not later than July 6th.*

(4) The Board shall send per prepaid express, concurrently with the sending of its Report, the answer papers of all the candidates who have been recommended for special consideration and whose names appear on Part II of that Report. The answer papers for each centre shall be arranged by subjects, tied in one parcel, and the parcels for the several centres returned in one of the bags provided.

20.—(1) The bag in which the question papers are shipped to the Presiding Officer, shall be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(2) The answer papers of candidates, except as stated in instruction 19 (4) above, or when required by the Minister, shall not be forwarded to the Department, but shall be retained by the Chairman until May 31st of the following year.

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1914

General Instructions

1.—(1) As the Junior Public School Graduation Diploma examination, wherever held, is to be conducted by the High School Entrance Board, each Board concerned shall include members competent to examine in Art, Elementary Science, and Book-keeping. The Regulations governing this examination will be found on pages 25-27 of the Public School Regulations of 1911.

(2) Forms for the use of Public School Principals in making reports on the standing of candidates in accordance with Public School Regulation 19 (7) (*a*), should be provided by the Public School Inspector. These Forms will not be supplied by the Department.

2.—(1) The Junior Public School Graduation Diploma examination for 1914 will begin on Monday, the 15th of June, at 8.45 a.m., and will be conducted under the provisions of Public School Regulation 19, subject to the instructions herein contained.

(2) Candidates who purpose writing at this examination shall notify the Public School Inspector not later than the 15th day of April.

Instructions to Inspectors

3. The Inspector shall notify the Minister not later than the 20th day of April, on a Form supplied by the Department, of the number and location of the Junior Graduation centres in his Inspectorate, the name and address of each Chief Presiding Officer, and the number of candidates at each of such centres. Where practicable the Chief Presiding Officer for this examination shall be the same for the Junior High School Entrance examination at the same centre.

Intructions to Boards

4.—(1) As the examination in Oral Reading is to include questions on the principles and is to be conducted by a member of the High School Entrance Board selected thereby, it shall be the duty of the Board to see that a competent examiner is provided.

(2) The maximum value to be assigned is 50 marks, which shall be apportioned as follows:—Reading 35; questions on the principles 15.

5. For the examination in Book-keeping ruled sheets for Journal and Ledger may be supplied to the candidates at the discretion of the High School Entrance Boards.

6. The Board shall make all arrangements for reading the answer papers, settling the results, reporting them to the Department *not later than July 9th* on the Forms supplied, publishing the results, and issuing the Diplomas to the successful candidates. The Diplomas will be sent by the Deputy Minister to the Secretary of the Board on receipt of its report.

7. The Writing shall be judged from the answer papers in one of the other subjects. This subject shall be determined by the High School Entrance Board, while the answer papers are being read, and shall not be communicated to the candidates.

8. A candidate who at this examination makes 33⅓ per cent. in each subject and 50 per cent. of the aggregate, may, with the approval of the Minister, be granted a Junior High School Entrance certificate.

9. The Board shall make all arrangements for collecting the fees of the candidates, in accordance with subsection 8 of P.S. Regulation 19.

10. It shall make all necessary arrangements for the payment of the expenses of the examination [see Reg. 19 (9)]. The additional presiding necessary shall be paid for at the regular rate of $5.00 per day for the chief presiding officer, and $4.00 per day for an assistant. For reading the answers the examiners shall be paid at the rate of $1.25 per candidate, and the secretary at the rate of 7c. per candidate.

11. In settling the results of this examination and in reporting them to the Department, the Board shall be governed, *mutatis mutandis*, by the procedure in the case of the Junior High School Entrance examination. (See Instructions above.)

Instructions to Presiding Officers

12. The duties of the Presiding Officers shall be those prescribed in the case of the Junior High School Entrance examination, except that in the collection of fees he shall also be governed by P. S. Regulation 19 (8).

Instructions to Candidates

13. The duties of candidates shall be those prescribed in the case of the Junior High School Entrance examination.

TIME-TABLES, 1914

Junior High School Entrance and Junior Public School Graduation Diploma Examinations

Before candidates at either examination begin writing on their first paper, the Presiding Officer (at 8.45-9.00 a.m. or 1.15-1.30 p.m.) shall read and explain to them the "Instructions to Candidates."

Date	Hour of Examination	Junior High School Entrance	Junior Public School Graduation
15th June.	A.M. 9.00-11.30	.....	Elementary Science.
	P.M. 1.30- 4.00	.....	British and Canadian History.
16th June.	A.M. 9.00-11.00	.....	English Grammar.
	P.M. 1.30- 4.00	.....	Art.
17th June.	A.M. 9.00-11.30	.....	Algebra and Geometry.
	P.M. 1.30- 3.30	Composition	
	P.M. 1.30- 4.00	.....	English Composition.
	P.M. 3.40- 4.25	Spelling	
18th June.	A.M. 9.00-11.30	Arithmetic	Arithmetic and Mensuration.
	P.M. 1.30- 3.30	Literature	
	P.M. 1.30- 4.00	.....	Literature.
19th June.	A.M. 9.00-11.00	English Grammar	Book-keeping.
	A.M. 11.00-12.00	Writing	
	A.M. 11.10-12.00	.....	Spelling.
	P.M. 1.30- 3.30	Geography.....	
	P.M. 1.30. 4.00	.....	Geography.

Notes: 1.—For the examination in Geometry, candidates should provide themselves with a ruler showing millimetres and at least sixteenths of an inch, a pair of compasses, and a protractor. Rulers will also be required for the examination in Book-keeping.

2.—For the examination in Art, candidates should come supplied with rulers, pencils, erasers, pens, water-colours, and brushes. They will also need water-pans and a convenient supply of water.

3.—The examinations in Oral Reading may be taken either from 4 to 5 p.m. on any day of the examination or at such other times as will cause least inconvenience to the candidates. The examiner is reminded that the examination in Oral Reading at the Junior Public School Graduation examination shall include questions on the Principles based on the passages read. Of the 50 marks for Oral Reading a maximum of 15 marks should be assigned to this. See Public School Regulation 19, (5), (c).

March, 1914.

JUNIOR HIGH SCHOOL ENTRANCE AND JUNIOR PUBLIC SCHOOL GRADUATION EXAMINATIONS, 1914

(Circular No. 87)

INSTRUCTIONS TO CANDIDATES

To be read to Candidates by the Principal previous to the Examination

1. (a) The Junior High School Entrance examination for 1914 will be held on the 17th, 18th, and 19th of June as per time-table on the reverse side, and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1913.

(b) The Junior Public School Graduation examination for 1914 will be held on June 15th-19th as per time-table on the reverse side, and will be conducted under the provisions of Public School Regulation 19.

2. Candidates who purpose writing at either of the above examinations must notify the Public School Inspector, either directly or through the Public School Principal, before the 15th day of April.

3. No candidate shall be admitted to the Junior High School Entrance examination in the subjects of Group II who does not present the certificate provided for in section 2 (2) (*a*) of the High School Regulations, page 101.

4. Where fees have been imposed as provided in Section 46, sub-section 5 of the High Schools Act, such fees shall be paid to the chief Presiding Officer before the close of the first day of the examination.

5. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

6. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

7. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

8. In the case of the illness of any candidate or other unavoidable cause of absence from all or part of the examination, full particulars accompanied by a medical certificate should be submitted to the Entrance Board immediately at the close of the examination.

9. An appeal against the standing of any candidate should be made to the Entrance Board not later than October 1st. Such appeals should not be made to the Department.

January, 1914.

SCHEDULE OF FEES AND ALLOWANCES

(Circular No. 71)

I. *Allowances to Examiners.*

1. Each Examiner-in-chief will be paid $15.00 for setting each paper allotted to him. (See Instructions No. 7.)

2. In the case of the Junior High School Entrance and the Junior Public School Graduation examinations, Examiners are entitled to allowances in accordance with the provisions of Departmental Examination Regulations 21 and 22 and of Circular 57.

3. In the case of the Matriculation and other Departmental examinations the following allowances will be made—

(1) Each Examiner-in-chief and each Associate Examiner will be paid $7.20 per diem for attending meetings of Boards and Committees and for reading answer papers. (See Instructions No. 7.) If the answer papers are not read at the Department the Examiner shall submit a certified statement of the number of days (of six hours per day) occupied in the work.

(2) Each Examiner appointed by the Minister will be allowed his actual travelling expenses to and from his then place of residence.

(3) Each Examiner-in-chief not resident in Toronto will be allowed his actual living expenses while attending meetings of Boards or Committees or while reading answer-papers at the Department. Where his services are required for more than one day, an Examiner-in-chief may be allowed, in lieu of living expenses, his actual travelling expenses to and from his usual place of residence for each of such days, up to an amount not exceeding $1.50 per diem.

(4) Each Presiding Officer shall be entitled to an allowance of $5.00 per diem.

II. *Fees.*

1. The Midsummer examination fees payable to the Public School Inspector, will be as follows:—

(1) Senior Public School Graduation, $5.00.

(2) Senior High School Entrance, $5.00.

(3) Lower School for Entrance into Normal Schools and Faculties of Education, $3.00.
(4) Entrance into the Model Schools, $5.00.
(5) Middle School for Entrance into the Normal Schools, $5.00; Part A or B, $3.00.
(6) Upper School for Entrance into the Faculties of Education, $8.00; Part I or II, $5.00; Part A, B, C, or D, $3.00 each; three or four Parts, $8.00.
(7) Junior Matriculation, not more than four papers, $3.00, more than four papers, $8.00.
(8) Honour Matriculation, not more than four papers, $5.00, more than four papers, $10.00.
(9) University Scholarship examination, $10.00.

N.B.—(1) If the fees for any of the above examinations which a candidate desires to take in any one year amount to more than $10.00, only $10.00 will be required.

(2) In the above examinations, when the candidate's fees are $10.00, $8.00, $6.00, $5.00, and $3.00, the amounts to be sent to the Department are $6.00, $5.00, $4.00, $3.00, and $2.00 respectively.

2. The other examination fees will be as follows:—

(1) Payable to the Presiding Officer:—
(*a*) Junior High School Entrance (if any), $1.00.
(*b*) Junior Public School Graduation (if any), $3.00.
(2) Payable direct to the Department:—
(*a*) The Commercial examination, Part I, or II, $6.00; both Parts, $10.00.
(*b*) The Art Supervisors' or Art Specialists' examination, Part II, $5.00.
(*c*) Part II of the examination for certificates as Supervisors in Vocal Music, $5.00.
(*d*) The Supplemental Matriculation examination: $2.00 per paper; five papers or more, $10.00.
(*e*) An appeal against any examination for which a fee is charged, $2.00.

3. A duplicate of a lost certificate (or two or more in favour of the same candidate at one time), will be issued on payment of $2.00.

4. For a certificate of Matriculation issued on the combination of examinations held in different years, $5.00.

5. A late penalty of $1.00 in addition to the regular fee, will be charged for any examination in the case of a candidate whose application is not received by the date set therefor.

III. *Refunds.*

1. When a prospective candidate, for any reason, does not present himself for the examination for which he has applied, the part of his fees received by the Department will be refunded to him upon application.

2. When an appeal against any examination is sustained, the appeal fee will be refunded.

3. Any money sent in error to the Department will be refunded.

IV. No fees are charged for the following:—

1. The Kindergarten Assistants' examination.
2. Any examination at the Model or Normal Schools.
3. Admission to a Model or Normal School.
4. The High School Entrance or Midsummer examinations conducted in the Districts of Ontario.

V. The Department of Education bears all necessary expenses of the following:—

1. The Kindergarten Assistants' examination when it is necessary to conduct it under a separate Presiding Officer, except in the matter of such expenses as supplies and express charges and other incidental expenses.

2. The June Departmental and Matriculation examinations held in the Districts of Ontario, except in the matter of supplies, express charges and other incidental expenses.

3. The conduct of the Supplemental Matriculation examination at the four University centres only.

4. The conduct of the Departmental examinations held at the close of the Summer Courses at the University of Toronto and the Ontario College of Art.

March, 1914.

TEXTS FOR DEPARTMENTAL EXAMINATIONS, 1915

(Circular No. 58)

I. The Junior High School Entrance Examination

LIST OF BOOKS IN ENGLISH LITERATURE

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least six hundred. Part shall be prose and part poetry.

Brown: Rab and His Friends, and Our Dogs.
Burroughs: Birds and Bees, Sharp Eyes.
Carroll: Alice in Wonderland, Through the Looking-glass.
Church: The Story of the Iliad, The Story of the Odyssey.
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
De la Ramé: A Dog of Flanders.
Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes, Oliver Twist.
Eliot, George: Silas Marner, The Mill on the Floss.
Fitchett: Great Deeds on Land and Sea.
Goldsmith: The Vicar of Wakefield, The Traveller, The Deserted Village.
Hawthorne: The Wonder Book, The Tanglewood Tales, etc.
Hughes: Tom Brown's School Days.
Irving: Rip Van Winkle, Sleepy Hollow and Other Tales.
Keary: Heroes of Asgard (Scandinavian Myths).
Kingsley: The Heroes, The Water Babies, Hereward the Wake.
Lamb: Tales from Shakespeare, Adventures of Ulysses.
Longfellow: Evangeline, Hiawatha, Shorter Poems, The Courtship of Miles Standish.
Ruskin: The King of the Golden River.
Scott: The Lady of the Lake, The Lay of the Last Minstrel, Ivanhoe, The Talisman.
Shakespeare: The Merchant of Venice, Julius Cæsar.
Stevenson: Treasure Island, Kidnapped.
Swift: Gulliver's Travels to Lilliput, to Brobdignag.
Wetherell: Poems of the Love of Country.

EDITIONS

National Library.—Cassell & Co., Toronto.
(Cloth, 6¼ in. x 4¼ in., 15 cents.)
Dickens: The Cricket on the Hearth, 192 pp. A Christmas Carol and The Chimes, 192 pp.
Eliot, George: Silas Marner, 192 pp.
Goldsmith: The Vicar of Wakefield, 192 pp.
Scott: The Lady of the Lake, 191 pp. The Lay of the Last Minstrel, 192 pp.
Shakespeare: The Merchant of Venice, 192 pp. Julius Cæsar, 192 pp.

People's Library.—Cassell & Co., Toronto.
(Cloth, 7⅜ in. x 4⅝ in., 25 cents.)
Cooper: The Last of the Mohicans, 382 pp.
Defoe: Robinson Crusoe, 486 pp.
Goldsmith: The Vicar of Wakefield and Poems, 289 pp.
Hughes: Tom Brown's School Days, 302 pp.
Kingsley: Hereward the Wake, 465 pp.
Lamb: Tales from Shakespeare, 318 pp.
Scott: Ivanhoe, 491 pp. The Talisman, 360 pp.
Stevenson: Treasure Island and Kidnapped, 378 pp.

Macmillan's Pocket Classics.—The Macmillan Co. of Canada, Ltd., Toronto.
Toronto.
(Limp Cloth, 6⅞ in. x 4⅝ in., 15 cents.)
Dickens: A Christmas Carol, 119 pp.
Dickens: The Cricket on the Hearth, 124 pp.
Hawthorne: The Wonder Book, 138 pp.
Hawthorne: Tanglewood Tales (complete), 202 pp.
Irving: Rip Van Winkle and other Essays, 115 pp.
Kingsley: The Heroes (complete), 155 pp.
Lamb: Seven Tales from Shakespeare, 123 pp.
Ruskin: King of the Golden River (paper), 64 pp., 10 cents
Longfellow: Evangeline, 104 pp.
Scott: The Lady of the Lake, 123 pp.
Scott: The Lay of the Last Minstrel, 123 pp.
Shakespeare: Julius Cæsar, 78 pp.
Shakespeare: The Merchant of Venice, 81 pp.
Wetherell: Poems of the Love of Country, 144 pp.

Macmillan's Pocket Classics.—The Macmillan Co. of Canada, Ltd., Toronto.
(Cloth, 5¾ in. x 4¼ in., 25 cents.)
Carroll: Alice in Wonderland, 175 pp.
Church: The Story of the Iliad, 221 pp. The Story of the Odyssey, 232 pp.
Cooper: The Last of the Mohicans, 451 pp.
Defoe: Robinson Crusoe (abridged), 219 pp.
Dickens: The Christmas Carol and The Cricket on the Hearth, 197 pp.
Eliot, George: Silas Marner, 204 pp.
Goldsmith: The Vicar of Wakefield, 203 pp.
Hawthorne: The Tanglewood Tales, 208 pp.
Keary: The Heroes of Asgard (Scandinavian Myths), 221 pp.
Kingsley: The Heroes, 251 pp.
Longfellow: The Courtship of Miles Standish and Minor Poems, 208 pp.
Scott: Ivanhoe, 480 pp. The Talisman, 325 pp. The Lay of the Last Minstrel, 158 pp.
Stevenson: Treasure Island, 229 pp. Kidnapped, 245 pp.
Shakespeare: The Merchant of Venice, 233 pp. Julius Cæsar, 243 pp.
Fitchett. Great Deeds on Land and Sea, 96 pp.
Carroll: Through the Looking-glass (Miniature Edition), 229 pp., 25 cents.
Kingsley: The Water Babies (Shilling Classics), 330 pp., 25 cents. Hereward the Wake (Shilling Classics), 373 pp., 25 cents.

Eclectic English Classics.—The Macmillan Co., of Canada, Ltd., Toronto.
(Cloth, 6⅝ in. x 4⅝ in., 20 cents.)
Defoe: Robinson Crusoe, 256 pp.
Goldsmith: Vicar of Wakefield, 224 pp.
Eliot, George: Silas Marner, 220 pp.
Scott: Lady of the Lake, 199 pp.
Shakespeare: Julius Cæsar, 125 pp.
Shakespeare: The Merchant of Venice, 112 pp.

RIVERSIDE LITERATURE SERIES.—The Copp, Clark Company, Ltd., Toronto.
(Stiff Paper, 6⅞ in. x 4½ in., 15 cents.)
Brown: Rab and His Friends and Our Dogs (Copp, Clark), 64 pp.
Burroughs: Birds and Bees, 88 pp. Sharp Eyes, etc., 96 pp.
Dickens: A Christmas Carol, 118 pp. The Cricket on the Hearth, 112 pp.
Goldsmith: The Traveller, The Deserted Village, and Other Poems, 96 pp.
Hawthorne: Tanglewood Tales, Part I, 112 pp.; Part II, 122 pp.
Hawthorne: Little Daffodowndilly and Other Stories, 89 pp.
Hawthorne: Tales of the White Hills and Sketches, 96 pp.
Irving: Rip Van Winkle and Other Essays, 100 pp.
Lamb: Tales from Shakespeare, Part I, 98 pp.; Part II, 96 pp.; Part III, 112 pp.
Longfellow: Evangeline, 100 pp.
Ruskin: The King of the Golden River and Other Wonder Stories, 98 pp.
Shakespeare: The Merchant of Venice, 116 pp.; Julius Cæsar, 103 pp.
Eliot, George: Silas Marner, 238 pp., cloth, Cambridge Edition, 25 cents.

BLACKIE'S ENGLISH TEXTS (ROUSE).—The Copp, Clark Company, Ltd.
(Limp Cloth, 6½ in. x 4¼ in., 15 cents.)
Defoe: Robinson Crusoe (abridged), 127 pp.
Dickens: The Christmas Carol, 112 pp.
Hawthorne: The Tanglewood Tales, 120 pp.
Irving: Rip Van Winkle and Other Sketches, 128 pp.
Kingsley: The Water Babies, 128 pp. The Heroes, 132 pp.
Lamb: The Adventures of Ulysses, 112 pp.
Swift: Gulliver's Travels to Lilliput and Brobdignag, 125 pp.

NELSON'S SHORT STUDIES IN ENGLISH LITERATURE.—Thomas Nelson and Sons, Toronto.
(Cloth, 4½ in. x 6⅞ in., 15 cents.)
Irving: Sleepy Hollow, Rip Van Winkle, and Other Tales, 100 pp.
Lamb: Tales from Shakespeare—The Tragedies, 100 pp.
Lamb: Tales from Shakespeare—The Comedies, 96 pp.
Longfellow: Evangeline, 94 pp. Shorter Poems, 100 pp.
Shakespeare: The Merchant of Venice, 97 pp.

NELSON'S SIXPENNY CLASSICS.—Thomas Nelson & Sons, Toronto.
(Cloth, 6¾ in. x 4¼ in., complete, 15 cents.)
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
Dickens: Christmas Books—Carols, Chimes, and Cricket on the Hearth in one volume. Oliver Twist.
Eliot: Silas Marner. The Mill on the Floss.
Goldsmith: The Vicar of Wakefield.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.
Longfellow: Hiawatha and Other Poems.
Scott: Ivanhoe. The Talisman.

EVERYMAN'S LIBRARY.—J. M. Dent & Sons, Ltd., Toronto.
(Cloth, 7 in. x 4½ in., 25 cents.)
Defoe: Robinson Crusoe, 453 pp.
Eliot, George: Silas Marner, 262 pp. The Mill on the Floss, 492 pp.
Goldsmith: The Vicar of Wakefield, 222 pp.
Hawthorne: A Wonder Book and Tanglewood Tales, 404 pp.
Hughes: Tom Brown's School Days, 336 pp.
Kingsley: The Water Babies and Glaucus, 310 pp.
Lamb: Tales from Shakespeare (complete), 327 pp.
Scott: Ivanhoe, 513 pp. The Talisman.

CLASSIC LIBRARY.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¼ in. x 4⅜ in., 15 cents.)
Defoe: Robinson Crusoe, 192 pp.
Dickens: A Christmas Carol, 155 pp. The Cricket on the Hearth, 128 pp.
Eliot, George: Silas Marner, 267 pp.
Goldsmith: The Vicar of Wakefield, 247 pp.
Lamb: Tales from Shakespeare, Vol. I, 223 pp. Vol. II, 233 pp.
Longfellow: Evangeline, 126 pp.
Scott: The Lady of the Lake, 204 pp. The Lay of the Last Minstrel, 155 pp.

Shakespeare: The Merchant of Venice, 154 pp. Julius Cæsar, 112 pp.
Swift: Gulliver's Travels to Lilliput, 108 pp. Gulliver's Travels to Brobdignag, 108 pp.

Little Classic Series.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¾ in. x 4¾ in.)
De la Ramé: A Dog of Flanders, 63 pp., 12 cents.
Dickens: A Christmas Carol, 101 pp., 10 cents.
Irving: Selections, 162 pp., 12 cents.
Longfellow: Hiawatha, 194 pp., 10 cents.
Shakespeare: Julius Cæsar, 109 pp., 10 cents.
Shakespeare: The Merchant of Venice, 105 pp., 10 cents.
Scott: The Lay of the Last Minstrel, 165 pp., 12 cents.

English Classic Series.—The Educational Publishing Co., Ltd., Toronto.
(Stiff Paper, 6½ in. x 4½ in., 10 cents.)
Goldsmith: The Deserted Village, 38 pp.
Irving: Rip Van Winkle, 48 pp.
Longfellow: The Courtship of Miles Standish, 96 pp.
Shakespeare: The Merchant of Venice, 92 pp.

Pocket Library.—The Musson Book Co., Ltd., Toronto.
(Cloth, 5¾ in. x 3¾ in., 25 cents.)
Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes.

Universal Library.—The Musson Book Co., Ltd., Toronto.
(Cloth, 6 in. x 3½ in., 25 cents.)
Eliot, George: Silas Marner, The Mill on the Floss.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.

Young People's Classics.—The Musson Book Co., Ltd., Toronto.
(Cloth, 6½ in. x 5 in., 25 cents.)
Carroll: Alice in Wonderland, Through the Looking-glass.
Irving: Rip Van Winkle, and Other Stories.
Hawthorne: Tanglewood Tales, 192 pp.
Kingsley: The Water Babies, 224 pp.
Stevenson: Treasure Island.
Defoe: Robinson Crusoe.
Swift: Gulliver's Travels.

Every Boy's Library.—The Musson Book Co., Ltd., Toronto.
(Cloth, 7 in. x 5 in., 25 cents.)
Goldsmith: The Vicar of Wakefield.
Hawthorne: The Wonder Book.

Everyone's Library.—The Musson Book Co., Ltd., Toronto.
(Cloth, 7¼ in. x 5 in., 25 cents.)
Kingsley: Hereward the Wake, 416 pp. The Heroes, 264 pp. The Water Babies, 262 pp.
Hughes: Tom Brown's School Days, 341 pp.
Carroll: Alice in Wonderland, 184 pp.
Defoe: Robinson Crusoe, 427 pp.

EXAMINATIONS

Hereafter, besides questions on sight passages, the examination paper in Reading at the Junior High School Entrance Examination will contain questions on a passage or passages from the Fourth Reader authorized by the Course of Study for the Public or the Separate Schools.

Selections for Memorization

Ontario Public School Reader, Book IV

The Children's Song, p. 1; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; Oft, in the Stilly Night, p. 173; June, p. 206; My Native Land, p. 227; A Solitary Reaper, p. 261; Dost Thou Look Back on What Hath Been, p.

289; England. My England, p. 363; The Daffodils, p. 382; The Private of the Buffs, p. 389.

Canadian Roman Catholic Reader, Book IV

The Daffodils, p. 20; The Barefoot Boy, p. 24; The Deserted Village, p. 30; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of England, p. 161; The Water-Fowl, p. 174; The Reaper, p. 183; Solitude, p. 206.

II. Junior and Senior Public School Diplomas, the Senior High School Entrance and Entrance into the Model Schools

LIST OF BOOKS IN ENGLISH LITERATURE

During the year preceding examination candidates shall read at least four of the following books, one of which shall be Book IV of the Golden Rule Books. The total number of pages in the four books selected shall be at least seven hundred. Part shall be prose and part poetry. Where the Principal desires to substitute other books for those on this list he shall submit to the Inspector concerned, for his approval, the names of those he proposes, but such substitution shall not be allowed in the case of Book IV of the Golden Rule Books.

Aytoun: Lays of Scottish Cavaliers.
Blackmore: Lorna Doone.
Buckley: The Fairyland of Science.
Bullen: The Cruise of the Cachalot.
Burroughs: Pepacton. Wake Robin. Winter Sunshine.
Butler: The Wild North Land. Red Cloud.
Byron: Childe Harold—Cantos III and IV.
Chronicles of Canada Series: Wolfe, Montcalm, Brock.
Church: Story of the Iliad. Story of the Odyssey.
Cooper: The Last of the Mohicans.
Dana: Two Years Before the Mast.
Dickens: David Copperfield. Oliver Twist. Old Curiosity Shop.
Eliot: Silas Marner. The Mill on the Floss.
Fitchett: Deeds That Won the Empire. Fights for the Flag.
Gaskell: Cranford.
Goldsmith: The Deserted Village. The Traveller. The Vicar of Wakefield.
Hawthorne: A Wonder Book.
Hughes: Tom Brown's School Days.
Irving: Life of Columbus.
Keary: Heroes of Asgard.
Kingsley: The Water Babies. The Heroes. Hereward the Wake.
Kipling: The First Jungle Book. Captains Courageous. Puck of Pook's Hill.
Lamb: Tales from Shakespeare.
Lanier: The Boy's King Arthur.
Long: Wilderness Ways. Ways of the Wood Folk.
Longfellow: Evangeline. Tales of a Wayside Inn.
Lyall: In the Golden Days.
Lytton: The Last Days of Pompeii. The Last of the Barons.
Machar and Marquis: Stories of New France.
Parker: The Seats of the Mighty.
Peabody: Old Greek Stories Told Anew.
Roberts: Watchers of the Trail. The Kindred of the Wild.
Scott: The Lady of the Lake. The Lay of the Last Minstrel. Tales of a Grandfather. Ivanhoe. The Talisman. Kenilworth. Quentin Durward.
Shakespeare: The Merchant of Venice. Macbeth.
Southey: Life of Nelson.
Stevenson: Treasure Island. Kidnapped.
Tennyson: Idylls of the King—Gareth and Lynette. Geraint and Enid. The Passing of Arthur.
Thompson-Seton: Lives of the Hunted.

Wetherell: Poems of the Love of Country.
Whittier: Snowbound.
Golden Rule Books, Book IV.

Inexpensive editions of these books may be obtained from the local booksellers, from the publishers named in pages 513-515, or from other publishers.

EXAMINATIONS

Hereafter, besides questions on sight passages, the examination paper in Literature for the Junior Public School Diploma and that for the Senior Public School Diploma, the Senior High School Entrance, and Entrance into the Model Schools will contain questions on a passage or passages from the selections which follow:

Junior Public School Diploma

(1) *Tennyson*: Enoch Arden, Morte d'Arthur; *Byron*: The Prisoner of Chillon; *Gray*: Elegy Written in a Country Churchyard; *Mrs. Browning*: My Kate; *Scott*: Rosabelle, Lochinvar; *Shelley*: To a Skylark.
(2) *Scott*: Quentin Durward.

Selections for Memorization

The High School Reader

The Knights' Chorus, p. 70; The Evening Wind, p. 93; The Return of the Swallows, p. 111; The Eternal Goodness, p. 118; Sir Galahad, p. 182; On First Looking into Chapman's Homer, p. 189; A Wood Lyric, p. 191.

Narrative and Lyric Poems

Gray: Elegy Written in a Country Churchyard; *Mrs. Browning*: My Kate; *Tennyson*: Morte d'Arthur, ll. 113-142, "Then spoke King Arthur breathing heavily. . . so flashed and fell the brand Excalibur", ll. 240-255, "The old order changeth. . . about the feet of God".

Senior Public School Diploma, Senior High School Entrance and Entrance into the Model Schools

(1) *Tennyson*: Enid, Ode on the Death of the Duke of Wellington, The Day Dream (omitting Prologue, L'Envoi, and Epilogue), "You ask me why"; *Goldsmith*: The Traveller; *Browning*: Home Thoughts from the Sea, The Patriot, Love among the Ruins; *Byron*: The Isles of Greece; *Clough*: "As ships becalm'd—"; *Holmes*: The Chambered Nautilus.
(2) *Shakespeare*: The Merchant of Venice.

Selections for Memorization

Narrative and Lyric Poems

Home Thoughts from the Sea; "As ships becalm'd—"; The Chambered Nautilus; "You ask me why—"; Enid's song, "Turn, Fortune, turn thy wheel" —four stanzas; Ode on the Death of the Duke of Wellington, Parts VII and VIII; The Traveller, ll. 63-98, "But where to find. . . peculiar pain" and ll. 423-438, "Vain, very vain. . . all our own".

The Merchant of Venice

Act I, Sc. 1, ll. 79-99. *Gratiano*: Let me play . . . their brothers fools.
Act I, Sc. 2, ll. 13-22. *Portia*: If to do . . . the cripple.
Act II, Sc. 9. ll. 21-49. *Arragon*: Who chooseth me . . . new-varnished.
Act IV, Sc. 1, ll. 184-202. *Portia*: The quality of mercy . . . deeds of mercy.
Act V, Sc. 1, ll. 54-65. *Lorenzo*: How sweet . . . cannot hear it.
Act V, Sc. 1. ll. 83-88. *Lorenzo*: The man that hath no music . . . twisted.

III. Middle School Examination for Entrance into the Normal School

ENGLISH:—*Wordsworth*: Michael, Influence of Natural Objects, Nutting, Elegiac Stanzas, To the Rev. Dr. Wordsworth, To the Cuckoo, "Bright flower! whose home", and the following eight sonnets: "It is not to be thought of", "Dark and more dark the shades of evening fell", "O friend! I know not", "Milton! thou shouldst", "Surprised by joy—impatient as the wind", "Hail Twilight, sovereign of one peaceful hour", "I thought of Thee, my partner and my guide," "Such age how beautiful".

Tennyson: The Epic and Morte d'Arthur, Œnone, The Brook, and the following selections of In Memoriam: XXVII, LXIV, LXXXIII, LXXXVI, CI, CXIV, CXV, CXVIII, CXXIII.

Shakespeare: The Merchant of Venice.

Selections for Memorization

Wordsworth: To the Cuckoo: "It is not to be thought of": "O friend! I know not": "Milton! thou shouldst": "Hail Twilight, sovereign of one peaceful hour"; "I thought of Thee, my partner and my guide."

Tennyson: Morte d'Arthur, ll. 246-255: Œnone, ll. 1-15, ll. 144-150; the lyric stanzas in The Brook: In Memoriam, LXIV, LXXXIII, LXXXVI, CI, CXV, CXVIII.

Shakespeare: The Merchant of Venice.

Act I, Sc. 1, ll. 79-99. "Let me play . . . their brother's fools."
Act II, Sc. 9, ll. 36-49. "Who chooseth me . . . to be new-varnished."
Act IV, Sc. 1, ll. 184-202. "The quality of mercy . . . deeds of mercy."
Act V, Sc. 1, ll. 54-65. "How sweet the moonlight . . . cannot hear it."
Act V, Sc. 1, ll. 102-108. "The crow doth sing . . . true perfection!"

LATIN:—*Cæsar*, De Bello Gallico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; *Virgil* Æneid, Book I, vv. 1-510.

IV. Upper School Examination for Entrance into the Faculties of Education

A

ENGLISH:—*Wordsworth*: Michael, Influence of Natural Objects, Nutting, Elegiac Stanzas, To the Rev. Dr. Wordsworth, To the Cuckoo, "Bright flower! whose home", and the following eight sonnets: "It is not to be thought of", "Dark and more dark the shades of evening fell", "O friend! I know not", "Milton! thou shouldst", "Surprised by joy—impatient as the wind", "Hail Twilight, sovereign of one peaceful hour", "I thought of Thee, my partner and my guide", "Such age how beautiful".

Tennyson: The Epic and Morte d'Arthur, Œnone, The Brook, and the following selections of In Memoriam: XXVII, LXIV, LXXXIII, LXXXVI, CI, CXIV, CXV, CXVIII, CXXIII.

Shakespeare: The Merchant of Venice, Henry IV, Part I.

Selections for Memorization

Wordsworth, Tennyson, and *Shakespeare's* The Merchant of Venice: as for the Middle School Examination.

*Latin:—*Cæsar,* De Bello Gallico, Book I; *Horace, Odes,* Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38: Book II, 3, 10, 14, 15, 16, 18; Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

Virgil, Æneid, Book I, vv. 1-510, or Book II, vv. 1-505; *Cicero,* In Catilinam, I and III.

*Note:—The continuous passages of English for translation into Latin will be based on Cæsar.

Greek:—*Xenophon,* Hellenica (Philpotts' Selections, sections I and II); *Homer,* Iliad I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; Odyssey VI and IX.

French:—*Halévy,* l'Abbé Constantin.

German:—Four German Plays, edited by Manley and Allen (Ginn & Co.); Heyse, Das Mädchen von Treppi.

B

For candidates who substitute for the course prescribed in Latin the special courses in English Literature and the History of the English Language and Literature under the provisions of High School Regulations, 1911, page 57, sec. 8 (2) (a), the following texts and courses are prescribed.

1. *Chaucer*:—The Prologue; *Spenser*:—The Faerie Queene—Book I; *Milton*:—Paradise Lost—Book I; L'Allegro and Il Penseroso; *Pope*:—The Rape of the Lock, The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Heart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson*:—In Memoriam (one paper).

2.—(1) A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

(2) The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

July, 1914.

UNIVERSITY JUNIOR MATRICULATION—PASS, HONOUR, AND SCHOLARSHIP

(Circular No. 24)

Creation and Powers of the University Matriculation Board

1.—(1) As a result of a conference of representatives of the University of Toronto; Queen's University, Kingston; McMaster University, Toronto; and the Western University, London, held at the University of Toronto in December, 1908, the Senates of these Universities created "The University Matriculation Board" to conduct and control their annual Matriculation examinations; said Board to be composed of eight members—four appointed by the Senate of the University of Toronto, two by the Senate of Queen's University, and one each by the Senates of McMaster and the Western Universities. The Board was arganized on January 27th, 1909. In accordance with the University Statutes creating the University Matriculation Board—(1) This Board appoints the examiners for the Junior Matriculation examinations, regulates the conduct of the examination, considers the reports in connection therewith, and determines the results; and (2) Under this Board the standards and the subjects of the examination papers for Pass and Honour Matriculation are determined by the Statutes and Regulations of the University of Toronto as adopted pursuant to the Annual Conference with the Universities of Ontario represented on the Board.

(2) At the request of the Board, the Department of Education has agreed to provide the same machinery for holding the University Matriculation examinations as it employs for holding the Departmental examinations; but the responsibility for these examinations and the certificates issued devolves wholly on the University Matriculation Board and all communications requiring the attention of the Board should be addressed to the Secretary of the University Matriculation Board, Parliament Buildings, Toronto. It is further agreed that, if at any time the Universities make such a change in the organization and management of their Matriculation examinations as will entail additional expenditure, the consent of the Minister of Education shall be obtained before such expenditure be made a charge on his Department.

REGULATIONS OF THE BOARD

2.—(1) The Board shall appoint an executive committee of not more than three members who shall, in the intervals between the meetings of the Board, perform such duties as may be assigned to them by the Board.

(2) All communications or references requiring the attention of the Board shall be addressed to the Secretary of the University Matriculation Board, Parliament Buildings.

(3) There shall be two classes of examiners, (*a*) Examiners-in-chief, who shall set the question papers and read the scholarship and appeal answer papers, and (*b*) Associate Examiners, who shall read the other answer papers.

(4) The Board shall appoint as Examiners-in-chief persons of well-known ability as teachers in either a University or a High School. No Examiner-in-chief shall be engaged in the preparation of candidates for the examinations concerned.

(5) The Board shall appoint as Associate Examiners persons holding specialists' certificates according to the regulations of the Department of Education, or

graduates of any British University. Such persons shall be actually engaged in teaching the subject which they are appointed to examine, and shall have at least *two* years' successful experience as teachers in this Province.

(6) No Examiner or Associate Examiner shall be appointed for more than three consecutive years, except in the case of an examiner who has exceptional ability for the work and in order to secure the requisite degree of experience in each section.

(7) The number of Examiners-in-Chief and Associate Examiners, from year to year, for each examination shall be determined by the Board.

(8) The Examiners-in-chief shall act as a Board, subject to the provisions of "Instructions" No. 7, and shall be jointly responsible for each and every question paper.

(9) The Registrar of the Department of Education shall be Secretary of the University Matriculation Board and Chairman of the Board of Examiners-in-chief and of any committee thereof, and shall perform the duties set forth in Departmental Circular, Instructions No. 7.

(10) The Board shall appoint a Revising Committee, to consist of not more than three of the Examiners-in-chief, who shall consider the marks obtained by the candidates, make allowances where necessary, determine the results, and report their findings to the Board.

(11) The Board shall print and distribute circulars defining the Course of Study and Regulations governing Pass and Honour Matriculation as authorized by the Senate of the University of Toronto and agreed to by the universities represented on this Board.

(12) If, after all the answer papers have been read, any examination paper should be adjudged by the Board to be easier or more difficult than required, the minimum on the paper shall be correspondingly increased or diminished.

(13) In connection with the Pass Junior Matriculation examination a report signed by all the members of the staff of the school concerned as to the standing of their candidates will be taken into account in determining the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report. Such a report must be received at the office of the Secretary not later than the first day of the examination to which the report refers.

(14) A candidate who makes the required aggregate, but who fails to obtain the minimum in a subject, may be passed at the discretion of the Board, provided he was reported by the staff of the school as competent and such report is found to be satisfactory.

(15) Uniform certificates of Pass Junior Matriculation, signed by the Secretary, shall be issued by the Board to successful candidates. These certificates will be accepted by each of the Universities represented on the Board in accordance with the regulations set forth in their respective calendars.

(16) Any candidate may have his papers re-examined on appeal to the Secretary of the Board not later than September 1st. Each appellant shall be charged a fee of $2.00, which shall be refunded if the appeal is sustained. No appeal, however, against scholarship awards shall be entertained.

(17) Each appeal answer paper shall be read by the Examiner-in-chief who set the paper or by a substitute appointed by the Matriculation Board.

REGULATIONS OF THE UNIVERSITIES

Subjects

3.—(1) The subjects of Junior Matriculation are as follows:—Latin, English, History, Mathematics, and any two of the following: Greek, German, French, Experimental Science.

(2) Pass and honour papers will be set in each of these subjects.

(3) In certain cases foreign students may present themselves for examination in their native language instead of Greek or German, or French, but only when the language has been approved by the Senate of the University concerned. The examination in an approved language will consist of two papers, similar in character of those in English.

(4) Each examination paper shall be valued at 100 marks.

The pass papers are as follows:—

Latin Authors.
Latin Composition.
English Literature.
English Composition.
British and Canadian History.
Greek and Roman History.
Algebra.
Geometry.
Greek Authors.
Greek Accidence.
German Authors.
German Composition.
French Authors.
French Composition.
Experimental Science—Physics.
Experimental Science—Chemistry.

Standards

4.—(1) The pass standard is forty per cent. of the marks assigned to a paper with an average of sixty per cent.

(2) (*a*) A candidate who has obtained the average of sixty per cent. on all the papers, but has failed to obtain forty per cent. in at most three of these papers, may complete Junior Matriculation by passing on these papers at any one subsequent examination.

(*b*) A candidate who has obtained 40 per cent. on each of at least eight papers, with an average of 60 per cent. on the same, will be credited with these papers. In order to complete this Matriculation he must obtain at one subsequent examination, 40 per cent. on each of the remaining papers, with an average of 60 per cent.

(3) A candidate who has obtained partial Matriculation standing under the Regulations in force in a previous year may present himself for examination on the papers necessary to complete his Matriculation.

(4) Other candidates may be admitted to the examination for the purpose of qualifying for a standing other than that of Matriculation.

(5) Candidates who pass the complete examination for Matriculation in any one year will be granted certificates of Pass Junior Matriculation. All other candidates will receive statements of their standing.

(6) The First Class Honour standard is 75 per cent.; the Second Class, 66 per cent.; and the Third Class, 50 per cent. of the marks assigned to the subject. In addition to percentage in the subject a standard of 40 per cent. on each paper is also required.

MATRICULATION INTO OTHER FACULTIES

5. Information as to the subjects and standards for Matriculation into faculties other than Arts may be obtained on application to the Registrar of the University concerned.

JUNE EXAMINATIONS

6.—(1) Written examinations, as defined above, for Pass and Honour Junior Matriculation will be held by the University Matriculation Board, annually in June, subject to the conditions already stated, at each High School and Collegiate Institute, and at such other centres as may be approved by the Minister of Education. If application is made to the University Senate the examination may, with the co-operation of the Minister of Education, be held at centres outside of Ontario.

(2) Candidates intending to write at any of these examinations at a University shall make application to the Registrar thereof before the 15th of May on an official form to be obtained from him. All other candidates shall make application before the same date to the local Public School Inspector, from whom the official form may be obtained.

(3) Scholarship candidates must also send a special application by the same date to the Registrar of the University concerned according to a form to be obtained from him.

(4) The official form of application shall include the certificate from the Principal of the School from which the candidate comes, or otherwise, that he has read carefully during the preceding year at least four suitable works in English Literature (both prose and poetry), in addition to those prescribed for the examination.

(5) (*a*) On application, accompanied by the additional fee prescribed ($3.00) candidates for the full Middle School Normal Entrance examination may have their marks considered for Matriculation purposes.

(*b*) Except as stated in (*a*) above, Middle School Normal Entrance papers will not be considered for Matriculation purposes.

SEPTEMBER SUPPLEMENTAL EXAMINATION

7.—(1) The Supplemental Pass Junior Matriculation examination is conducted in September by the University Matriculation Board, at the following centres:—

(*a*) The University of Toronto; Queen's University, Kingston; McMaster, University, Toronto; Western University, London.

(*b*) Any of the following, upon request:—Windsor, Chatham, Sarnia, St. Thomas, Woodstock, Brantford, Simcoe, Cayuga, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Walkerton, Owen Sound, Orangeville, Barrie, Whitby, Bowmanville, Cobourg, Lindsay, Peterborough, Belleville, Picton, Napanee, Brockville, Kemptville, Prescott, Morrisburg, Cornwall, Alexandria, Vankleek Hill, Ottawa, Smith's Falls, Renfrew, Bracebridge, North Bay, Sault Ste Marie, Port Arthur, Haileybury.

(*c*) Elsewhere in Ontario, upon request, and if approved by the University Matriculation Board.

(*d*) Elsewhere in Canada upon request of one of the aforesaid Universities and with the approval of the Board.

(2) Applications to write on the examination, accompanied by the necessary fee, shall be received at the office of the Secretary of the Board as follows:—

(*a*) Up to September 1st, from those who wish to write at any centre authorized in Ontario.

(*b*) Up to August 25th, from those who wish to write elsewhere in Ontario.

(*c*) Up to August 1st, from those who, through one of the aforesaid Universities, make application to write outside the Province of Ontario.

(3) On payment of the required fee, with one dollar additional, a candidate who has failed to make application as specified in the foregoing regulation (2) may be admitted to the examination at a centre already established, provided the accommodation is adequate and the number of question papers sufficient.

(4) The subjects of the exaination, the prescription of work and the standard required shall be the same as for the June Pass Junior Matriculation examination of the same year.

(5) The following are eligible to become candidates at this examination:—

(*a*) Those who are applicants for the complete Matriculation examination.

(*b*) Those who are completing the Matriculation examination under the regulations in force in any previous year.

(*c*) Those who are applicants for Matriculation standing in certain papers.

(6) (a) Candidates may write at any one of the four University centres mentioned in (1) (*a*) without any additional cost to themselves.

(*b*) Candidates who write at any other centre, in addition to paying the fee required in (9), must also defray the local expenses of conducting the examination. These include the cost of supplies, any charge for the examination room, express charges, and the allowance to the Presiding Officer at $5 per day.

(7) Forms of application and copies of the time-table may be obtained, after July 1st, on application to the Secretary of the Board.

SPECIAL MATRICULATION CONDITIONS

8.—(1) A candidate who is actually engaged in a mercantile, industrial or other occupation may proceed to pass Junior Matriculation under the following conditions:—

(*a*) He may present himself for one or more subjects at any June or September examination.

(*b*) At any such examination he will receive credit for a subject or subjects on obtaining forty per cent. in each paper and an aggregate of sixty per cent. of the total marks assigned to such subject or subjects. There are two papers given in each subject.

(*c*) Matriculation must be completed under these conditions within four consecutive years.

(2) In order to secure credit for the subject or subjects written, a candidate who desires to matriculate under these regulations must, immediately on receipt of his statement of marks, return the same to the Secretary of the Board, accompanied by a certificate from his employer to the following effect:—

....., 191....

I, ..., do hereby certify that ..... was in my employ from .....to..... in the capacity of ....., and that this employment made it impossible for him to attend the regular day sessions of a secondary school.

My business is that of .....

located at .....

(Give business address in full.)

.....

(Signature in full.)

To the Secretary of the
University Matriculation Board, Parliament Buildings.

(3) Exceptional cases, for which provision is not made under these regulations, will be determined, as they arise, by the University Matriculation Board.

Fees

9. The following are the fees:—

(1) June examinations.		
(a) Junior Matriculation		$8 00
(b) Matriculation standing in certain papers	Not more than four papers	3 00
	More than four papers	8 00
(c) Honour Matriculation in certain papers	Not more than four papers	5 00
	More than four papers	10 00
(d) Scholarship Matriculation		10 00
(2) September Supplemental examination. Fee per paper, $2.00, maximum fee		10 00
(3) Appeal Fee		2 00
(4) Duplicate of lost certificate		2 00
(5) Certificate of complete Matriculation on the results of examinations taken in different years		5 00

PRESCRIPTION OF WORK

For Pass

Greek

Translation into English of passages from the prescribed texts, with questions thereon.

Translation at sight of simple narrative passages similar to the Xenophon prescribed.

Questions on Greek accidence and on the common rules of Greek syntax to test the candidate's accuracy and comprehension in such matters as are needful for the intelligent reading of his texts.

The following are the prescribed texts:—

1915 and 1917: Xenophon, Philpotts and Jerram, Easy Selections from Xenophon, chaps. 3, 4, and 5; Homer, Iliad, I., 1-350.

1916: Xenophon, Philpotts and Jerram, Easy Selections from Xenophon, chaps. 3, 4, 5; Homer, Iliad, VI., 66-118 and 237 to the end.

Two papers will be set: (1) Prescribed texts; (2) translation at sight, accidence and syntax.

Latin

Translation at sight of passages of average difficulty from Cæsar, upon which special stress will be laid.

Translation, with questions, from a prescribed portion of Virgil's Æneid.

The marks assigned for the translation from prescribed authors shall not be more than twenty-five per cent. of the total marks assigned to the Latin papers.

Questions on Latin accidence.

Translation into Latin of English sentences involving a knowledge of the following principles of Latin syntax: The common uses of the cases; the accusative with the infinitive; the subjunctive in simple sentences; final and result clauses: the law of the sequence of tenses; the indirect question; verbs of fearing,

doubting and hindering; the use of the participle, gerund and gerundive, active and passive periphrastic; indirect discourse; and the common forms of the conditional sentence.

The vocabulary will be taken from the prescribed portion of Cæsar and special stress will be laid upon this part of the examination.

Examination upon a short prescribed portion of Cæsar to test the candidate's knowledge of Latin syntax, and the power of idiomatic translation.

The following are the texts prescribed:—

1915: Cæsar, Book IV, chaps. 20-38, and Book V, chaps. 1-23; Virgil, Æneid, Book I, vv. 1-510.

1916 and 1917: Cæsar, De Bello Gallico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; Virgil, Æneid, Book II, vv. 1-505.

Two papers will be set: (1) Translation at sight, Virgil, and accidence. (2) Translation into Latin syntax and idiomatic translation from prescribed Cæsar, etc.

English

Composition: An essay on one of several themes set by the examiners. In order to pass in this subject, legible writing, correct spelling and punctuation, and idiomatic and grammatical construction of sentences are indispensable. The candidate should also give attention to the structure of the whole essay, the effective ordering of the thought, and the active employment of a good English vocabulary. About two pages of foolscap is suggested as the proper length for the essay; but quality, not quantity, will be mainly regarded.

One examination paper.

Literature: Such questions only will be set as may serve to test the candidate's familiarity with, and intelligent and appreciative comprehension of, the prescribed texts. The candidate will be expected to have memorized the passages prescribed below. In addition to the questions on the prescribed selections others will be set on a "sight passage" to test the candidate's ability to interpret literature for himself.

The candidate shall produce satisfactory proof, by the certificate of the principal of the school from which he comes or otherwise that he has read carefully, during the preceding year, at least four suitable works in English literature (both prose and poetry) in addition to those prescribed below for examination.

One examination paper.

1915: *Wordsworth*: Michael, Influence of Natural Objects, Nutting, Elegiac Stanzas, To the Rev. Dr. Wordsworth, To the Cuckoo, "Bright flower! whose home," and the following eight sonnets:—"It is not to be thought of." "Dark and more dark the shades of evening fell." "O friend, I know not." "Milton thou shouldst." "Surprised by joy—impatient as the wind." "Hail twilight, sovereign of one peaceful hour." "I thought of thee, my partner and my guide." "Such age how beautiful": *Tennyson*: The Epic and Morte d'Arthur, Œnone, The Brook, and the following selections of In Memoriam: XXVII, LXIV, LXXXIII, LXXXVI, CI, CXIV, CXV, CXVIII, CXXIII: *Shakespeare*, Merchant of Venice.

Selections for Memorization

Wordsworth: "To the Cuckoo:" "It is not to be thought of:" "O, friend, I know not;" "Milton, thou shouldst;" "Hail twilight, sovereign of one peaceful hour:" "I thought of Thee, my partner and my guide."

Tennyson: Morte d'Arthur, ll. 246-255; Œnone, ll. 1-15, ll. 144-150, The lyric stanzas in The Brook: In Memoriam; LXIV, LXXXIII, LXXXVI, CI, CXV, CXVIII.

Shakespeare: The Merchant of Venice.

Act I, Sc. 1, ll. 79-99, "Let me play . . . their brother's fools."

Act II, Sc. 9, ll. 36-49, "Who chooseth me—to be new-varnished."

Act IV, Sc. 1, ll. 184-202, "The quality of mercy . . . the deeds of mercy."

Act V, Sc. 1, ll. 54-65, "How sweet the moonlight—cannot hear it."

Act V, Sc. 1, ll. 102-108, "The crow doth sing—true perfection."

1916: *Coleridge,* The Ancient Mariner; *Tennyson,* Lotos Eaters, Ulysses, "Of old sat Freedom," Locksley Hall, Songs from The Princess, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; *Shakespeare,* Julius Cæsar.

1917: *Tennyson,* The Lady of Shalott, St. Agnes' Eve, "Come not when I am dead," "Break, break, break," In the Valley of Cauteretz, Elaine; *Browning,* All service ranks the same with God, My Last Duchess, Cavalier Tunes, The Boy and the Angel, Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, The Guardian Angel, Prospice; *Shakespeare,* Macbeth.

Selections for Memorization

Tennyson: The Lady of Shalott, Part I: St. Agnes' Eve; "Break, break, break"; In the Valley of Cauteretz.

Browning: "All service ranks the same with God"; Home Thoughts from Abroad: Prospice; Love Among the Ruins.

Macbeth

Act I, Sc. 5, ll. 16-31. *Lady M.* "Glamis thou art . . crown'd withal."
Act I, Sc. 7, ll. 1-28. *Macb.* "If it were done . . . on the the other."
Act II, Sc. 1, ll. 33-64. *Macb.* "Is this a dagger . . . to hell."
Act III, Sc. 2, ll. 4-26. *Lady M.* "Nought's had . . . him further."
Act III, Sc. 2, ll. 45-56. *Macb.* "Be innocent . . . go with me."
Act V, Sc. 3, ll. 22-28. *Macb.* "I have lived . . . dare not."
Act V, Sc. 3, ll. 39-45. *Macb.* "Cure her . . . the heart?"
Act V, Sc. 5, ll. 16-28. *Sey.* "The Queen . . . signifying nothing."

German

The candidates' knowledge of German will be tested by: (1) simple questions on grammar; (2) the translation of simple passages from English into German; (3) translation at sight of easy passages from Modern German, and (4) an examination on the following texts:—

The texts contained in the New High School German Reader.

1915: Wildenbruch, Der Letzte.

1916: Seidel, Aus goldenen Tagen, edited by W. Bernhardt.

1917: Baumbach, Waldnovellin.

Two papers will be set: (1) Prescribed texts and translation at sight; questions on grammar; (2) the translation of English into German.

French

The candidate's knowledge of French will be tested by: (1) simple questions on grammar; (2) the translation of simple passages from English into French; (3) translation at sight of easy passages from modern French, and (4) an examination on the following texts:—

The texts contained in the New High School French Reader.

1915: Labiche, la Poudre aux Yeux.

1916: Daudet. La Petit Chase a l'Ecole (Blackie's Longer French Texts).

1917: Labiche, Le Voyage de Monsieur Perrichon.

Two papers will be set: (1) Prescribed texts and translations at sight; questions on grammar: (2) the translation of English into French.

History

British History.—Great Britain and Canada from 1763 to 1885. The geography relating to the history prescribed. One examination paper.

Ancient History.—General outlines of the History of Greece to the death of Alexander and of the history of Rome to the death of Augustus, with a brief outline of the art, literature, philosophy, and social life of the Greeks and Romans.

The geography relating to the history prescribed.

One examination paper.

Mathematics

Algebra.—Elementary rules; highest common measure; lowest common multiple; fractions; square root; simple equations of one, two, and three unknown quantities; indices; surds; quadratics of one and two unknown quantities.

One examination paper.

Geometry.—A.—Constructions.

To construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilineal angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

Locus of a point equidistant from two given lines.

Locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle to cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres of circles touching two given lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of a given shape and size.

B.—Theorems

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of a triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal respectively to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, relations between angles formed, with converse.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

Parallelograms on the same base, or on equal bases, and between the same parallels are equal.

Triangles on the same base, or on equal bases, and between the same parallels are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Expressions for area of parallelogram, and the area of a triangle.

The complements of parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides + twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and a chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angles in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle; in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius to the point of contact; only one tangent can be drawn at a given point; the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres passes through the point of contact.

The angles which a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If $OA.OB = OC^2$, OC is a tangent to the circle through A, B and C.

Triangles of the same altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with converse.

If a vertical angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If the triangles have an angle in each equal, and the sides about two other angles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from the right angle of a right-angled triangle on the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure on the first to a similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

It is recommended that the study of formal demonstrative Geometry be preceded by a course in Practical Geometry, extending over not more than a year, and embracing the following:—

Definitions; fundamental geometric conceptions and principles; use of simple instruments, as compasses, protractor, graduated rule, etc.; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures; some leading propositions in plane geometry reached by induction as a result of accurate construction of figures; deduction also employed as principles are reached and assured. At the examination questions may be given in Practical Geometry, the constructions being such as naturally spring from the prescribed course. Candidates must provide themselves with a graduated ruler, compasses, set-square and protractor.

In the formal deductive Geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

One examination paper.

Experimental Science

CHEMISTRY.—An experimental study of the following elements and their more important compounds: hydrogen, oxygen, sulphur, sodium, potassium, nitrogen, chlorine, bromine, iodine, carbon, calcium. The course of work should be arranged so as to give the pupils a knowledge of the following: mixtures, solutions, compounds, and elements, and their various properties and reactions; acids, bases, and salts. Fundamental laws and principles, as: conservation of mass, definite proportions, multiple proportions, valency, proportions by volume in which gases react. The quantitative meaning and use of chemical symbols, formulae and equations. Chemical nomenclature. Simple quantitative experiments and problems. The application of chemistry to the industries, illustrated by an account of the commercial manufacture and use of some of the more important substances included in this course.

One examination paper.

Physics

An experimental course defined as follows, and including simple problems:

Electricity and Magnetism.—Laws of magnetic attraction and repulsion; magnetic lines of force: phenomena of induction; inclination and declination of the compass. Production and detection of electricity. Electrical conductors and insulators: electroscopes and their construction; electrical conduction through air; radioactivity illustrated by means of uranium and thorium salts. Electrical conduction in liquids; electrolysis; electroplating and electrotyping. Voltameters, storage and voltaic cells; simple notions of potential: Ohm's Law; electrical units; galvanometers and voltmeters; laws of resistance; divided circuits, experimental determination of current strength, resistance, and electro-motive force; current induction and its general laws: the transformer, the induction coil, dynamo, telephone, motor, ether waves, Roentgen rays, and wireless telegraphy.

HEAT.—Nature and sources of heat. Relation between volume and the temperature of a gas (Charles' Law). Absolute temperature. Change of state. Latent heat; specific heat: transmission of heat.

SOUND.—Vibrations: transversal vibrations, illustrated with pendulums, rods, strings, membranes, plates; longitudinal vibrations illustrated with rods, strings and columns of air. Production, propagation, and detection of sound waves. Velocity of sound, pitch; standard forks (acoustical C=512, musical A=870). Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings: wave lengths and velocity relations. Laws of vibration of strings; interference phenomena; beats, resonance, reflection and absorption of sound.

LIGHT.—The ether, the wave theory of light, rectilinear propagation, image through a pin-hole, beam, pencil; photometry: shadow and grease spot photometers. Reflection and scattering of light; laws of reflection, images in plane mirrors, concave and convex mirrors; drawing images. Refraction, laws, and index of refraction. Total reflection. Path through a prism. Lenses; drawing image produced by a lens by use of critical rays. Simple microscope. Dispersion and colour. Spectrum; recomposition of light. Camera.

One examination paper.

For Honours

Greek

Translation into English of passages from the prescribed texts, with questions thereon.

Translation at sight of prose passages of average difficulty from Xenophon's historical works.

Translation into Greek of sentences (based upon Xenophon's vocabulary) to test the candidate's scholarship in matters of accidence, syntax and phraseology.

The following are the prescribed texts:—

1915, 1916, 1917: Xenophon, Hellenica (Philpott's Selections, sections I. and II), Homer, Iliad I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; Odyssey VI and IX.

Two papers will be set: (1) prescribed texts; (2) translation at sight and Greek prose composition.

Latin

Translation into English of passages from prescribed texts.

Translation at sight of passages of average difficulty from Cæsar.

Grammatical questions on the passages from prescribed texts and such other questions as arise naturally from the context.

Translation into Latin of English sentences to illustrate Latin syntax and continuous passages of English, based on Cæsar.

The following are the prescribed texts:—

Cæsar, De Bello Gallico, Book I; Horace, Odes, Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38: Book II, 3, 10, 14, 15, 16, 18: Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

1915: Virgil, Æneid, Book I, vv. 1-510, or Book II, vv. 1-505: Cicero, In Catilinam I and III.

1916 and 1917: Virgil, Æneid, Book I, vv. 1-510, or Book II, vv. 1-505: Cicero, Pro Lege Manilia.

Two examination papers: (1) Latin prose; (2) authors and sight translation.

English

COMPOSITION: An essay of one of several themes set by the examiners.

One examination paper.

LITERATURE: The candidate will be expected to have memorized the passages prescribed below. Besides questions to test the candidate's familiarity with, and comprehension of, the following selections, questions may also be set to determine within reasonable limits his power of appreciating literary art.

The candidate shall produce satisfactory proof by the certificate of the principal of the school from which he comes or otherwise that he has read carefully, during the preceding year, at least four suitable works in English literature (both prose and poetry) in addition to those prescribed below for examination.

One examination paper.

1915: *Wordsworth*: Michael, Influence of National Objects, Nutting, Elegiac Stanzas, To the Rev. Dr. Wordsworth, To the Cuckoo, "Bright flower! whose home," and the following eight sonnets:—"It is not to be thought of," "Dark and more dark the shades of evening fell," "O friend, I know not," "Milton, thou shouldst," "Surprised by joy—impatient as the wind." "Hail twilight, sovereign of one peaceful hour," "I thought of thee, my partner and my guide," "Such age how beautiful"; *Tennyson*: The Epic and Morte d'Arthur, Œnone, The Brook, and the following selections of In Memoriam:—XXVII, LXIV, LXXXIII, LXXXVI, CI, CXIV, CXV, CXVIII, CXXIII; *Shakespeare*: Merchant of Venice, Henry IV, Part I.

Selections for Memorization

As for Pass Matriculation. See page 526.

1916: *Coleridge*: The Ancient Mariner; *Tennyson*: Lotos Eaters, Ulysses, "Of old sat Freedom," Locksley Hall, Songs from the Princess, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; *Shakespeare,* Julius Cæsar, Midsummer Night's Dream.

1917: *Tennyson*: The Lady of Shalott, St. Agnes' Eve, "Come not when I am dead," "Break, break, break," In the Valley of Cauteretz, Elaine; *Browning*: "All service ranks the same with God." "My Last Duchess," Cavalier Tunes, The Boy and the Angel, Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, The Guardian Angel, Prospice; *Shakespeare*: Macbeth, As You Like It.

Selections for Memorization

Tennyson and Browning: As for Pass Matriculation, omitting "The Lady of Shalott, Part I," and "Love Among the Ruins."

Macbeth: As for Pass Matriculation.

As You Like It

Act II, Sc. 1, ll. 1-18. Duke S. "Now, my co-mates . . . change it."

Act II, Sc. 5. The Songs.

Act II, Sc. 7, ll. 12-34. *Jaq.* "A fool! . . . only ear."

Act II, Sc. 7, ll. 139-166. *Jaq.* "All the world's . . . sans everything."

Act II, Sc. 7, ll. 174-190. *Amiens.* The Song.

German

The prescription of work in grammar, the translation of English into German and sight translation, is the same for honours as for pass, but the examination will be of a more advanced character.

The following are the prescribed texts:—

1915: Four German plays, ed. Manley and Allen (Ginn and Co.) omitting Im Warteselon erster Klassi; Heyse, Das Hädchen von Treppi.

1916: Isolde Kurz. Die Humanisten: Fulda. Unter vier Augen; German Poems, edited by Burkhard (Henry Holt and Co.).

1917: Moser. Der Bibliothekar: Heyse, L'Arrabbiata.

French

The prescription of work in grammar, the translation of English into French and sight translation, is the same for honours as for pass, but the examination will be of a more advanced character.

The following are the prescribed texts:—

1915: Halévy, l'Abbé Constantin.

1916: About, Le Roi des Montagnes, and Thuriet, L'Abbé Daniel (Blackie's Longer French Texts).

1917: Remi en Angleterre (Pitt Press).

History

Outline of Mediaeval History from the Barbarian Invasion to the Discovery of America. Study in greater detail of the period from the Discovery of America to the death of Queen Elizabeth, 1492-1603. The geography relating to the history prescribed. One examination paper.

Outlines of Modern History from the death of Queen Elizabeth to the Treaty of Paris, 1603-1763. Study of Modern History in detail, 1763-1885. The Geography relating to the history prescribed. One examination paper.

Mathematics

NOTE.—Candidates at the examinations in Honour Mathematics will be expected to be able to use Logarithmic and Trigonometric tables. Books of tables shall be provided for the examination, one for each candidate, either by the school concerned or by the candidates.

ALGEBRA: Elementary rules: highest common measure; lowest common multiple; fractions; square root; simple equations of one, two and three unknown quantities; indices, surds, quadratics of one and two unknown quantities; theory of divisors; ratio, proportion and variation; progressions; notation; permutations and combinations; binomial theorem; interest forms; annuities.

One examination paper.

TRIGONOMETRY.—Trigonometrical ratios with their relations to each other; sines, etc., of the sum and difference of angles with deduced formulas; use of logarithms; solution of triangles; expressions for the area of triangles; radii of circumscribed, inscribed and escribed circles.

One examination paper.

PROBLEMS: One paper.

GEOMETRY: A.—Exercises on the course prescribed for the pass examination with special reference to the following topics:—loci; maxima and minima; the system of inscribed, escribed and circumscribed circles of a triangle, with metrical relations; radical axis.

B.—The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilineal figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If A B C be a triangle, and A be joined to a point P of the base such that B P : P C = m: n, then n A B^2 + m A C^2 = (m + n) A P^2 + n B P^2 + m P C^2.

In a right-angled triangle the rectilineal figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines adjoining corresponding points are concurrent.

If a straight line meet the sides B C, C A, A B, of a triangle A B C in D, E, F, respectively, then B D. C E. A F = D C. E A. F B, and conversely. (Menelaus' Theorem.)

If straight lines through the angular points A, B, C of a triangle are concurrent, and intersect the opposite sides in D, E, F, respectively, then B D. C E. A F = D C. E A. F B, and conversely. (Ceva's Theorem.)

If a point A lie on the polar of a point B with respect to a circle, then B lies on polar of A.

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the two other diagonals, and at the angular points through which it passes.

C.—ELEMENTARY ANALYTICAL GEOMETRY: Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates—origin changed, or axes (rectangular) turned through a given angle.

$\pm 2A = x_1(y_2 - y_3) + \ldots . + \ldots .$

Co-ordinates of point dividing line joining $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$, in ratio $m : n$ are

$$x = \frac{mx_2 + nx_1}{m+n}, \quad y = \frac{my_2 + ny_1}{m+n}.$$

$(P_1P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2.$

Equations of straight lines.

$$\left.\begin{array}{l} \dfrac{x - x_1}{x_1 - x_2} = \dfrac{y - y_1}{y_1 - y}. \\ \dfrac{x}{a} + \dfrac{y}{b} = 1. \end{array}\right\} \text{Line defined by two points through which it passes.}$$

$$\left.\begin{array}{l} \dfrac{x - a}{\cos\theta} = \dfrac{y - b}{\sin\theta} = r. \\ y = mx + b. \\ y = m(x - a). \\ x\cos a + y \sin a = p. \end{array}\right\} \text{Line defined by one point through which it passes, and by its direction.}$$

General equation of 1st degree, $Ax + By + C = 0$, represents a straight line.

Any line through (x_1, y_1) is

$$A(x - x_1) + B(y - y_1) = 0$$

If θ be angle between $Ax + By + C = 0$ and $A'x + B'y + C' = 0$, then

$$\tan\theta = \frac{A'B - AB'}{AA' + BB'}.$$

Condition of $\perp$rity, $AA' + BB' = 0$.

Condition of $\parallel$ism, $\dfrac{A}{A'} = \dfrac{B}{B'}$.

Distance from (a, b) to $Ax + By + C = 0$ in direction whose direction cosines are (l, m), is

$$-\frac{Aa + Bb + C}{Al + Bm}.$$

$\perp$ distance from (a, b) on $Ax + By + C = 0$, is

$$\pm\frac{Aa + Bb + C}{\sqrt{A^2 + B^2}}.$$

The Circle—

Equations in forms:

$$x^2 + y^2 = r^2.$$
$$(x - a)^2 + (y - b)^2 = r^2.$$
$$x^2 + y^2 - 2rx = 0.$$

General equation: $x^2 + y^2 + 2Ax + 2By + C = 0$

or $(x + A)^2 + (y + B)^2 = A^2 + B^2 - C$

represents a circle with centre $(-A, -B)$ and radius $\sqrt{A^2 + B^2 - C}$.

Tangent at (x', y') to $x^2+y^2=r^2$ is $xx'+yy'=r^2$.

Normal is $\frac{x}{x'}=\frac{y}{y'}$.

Tangent in form $y=mx\pm r\sqrt{1+m^2}$.

Pole being (x', y'), polar is $xx'+yy'=r^2$.

If pole move along a line, polar turns about pole of that line.

Square of tangent from (x', y') to $x^2+y^2+2Ax+2By+C=0$ is $x'^2+y'^2+2Ax'+2By'+C$.

Radical axis of $x^2+y^2+2Ax+2By+C=0$,
$x^2+y^2+2A'x+2B'y+C'=0$.

Easy exercises on the preceding propositions.

One examination paper.

Physics

1. MECHANICS: Measurement of velocity; uniformly accelerated rectilinear motion; momentum; energy, force; metric units of force; work, energy, and power. Equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

2. PROPERTIES OF MATTER: An experimental course illustrating the following topics:—transmutation of energy; conservation of energy; kinetic theory of matter; heat, a mode of motion; absolute temperature; mechanical equivalent of heat.

Fluid pressure at a point; pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is under air pressure and when it is not; transmission of pressure; Bramah press; calculations relating to the preceding.

NOTE.—The examination problems based on the foregoing prescription in Mechanics and Properties of Matter, will be of a somewhat less difficult character than those hitherto set.

THE FLOW OF FLUIDS AND RELATED PHENOMENA.—An experimental course defined as follows: definition of stream line; definition of tube of flow; definition of steady motion; velocity of efflux from an orifice in a vessel containing water:—$V^2=2$ gh (Torricelli's theorem); pressure along a tube of flow given by $\rho+\frac{1}{2}\rho V^2+g\rho h=$ a constant (Bernoulli's theorem); applications of Bernoulli's theorem to explain the principle of an atomiser, a bunsen filter pump, a steam injector, the curve of flight of a ball, the Venturi water meter.

SURFACE TENSION AND CAPILLARY PHENOMENA.—A simple experimental treatment of the following topics: Experiments showing the existence of surface tension in liquids; the variation of surface tension with the liquid used; the effect of temperature on surface tension measurement of surface tension of water and other liquids in grams per centimeter or ounces per inch; surface tension due to attractive forces between the molecules: surface tension dependent upon the nature of the surfaces in contact: surface energy measured by T $\times$ A where T is the

value of the surface tension and A the area of the surface; surface energy a minimum; the rise and fall of liquids in capillary tubes, the spherical form assumed by small drops: dyeing, and filtration, shown to be illustrations of the tendency of surface energy to be reduced to a minimum; pressure within a soap bubble.

One examination paper.

Chemistry

An experimental course defined as follows:—Chemistry of the Middle School reviewed and continued. Reversible reactions. Chemical equilibrium. Rate of reaction and conditions that affect it (including catalysis). A study of the following elements and their most characteristic compounds, having regard to Mendelejeff's classification and to their most important economic and industrial applications. hydrogen, sodium, potassium, magnesium, zinc, calcium, strontium, barium, aluminium, carbon, silicon, tin, lead, nitrogen, phosphorus, arsenic, antimony, bismuth, oxygen, sulphur, fluorine, chlorine, bromine, iodine, iron, copper.

One examination paper.

Biology

Zoology.—Practical study of the external form of all types, and the dissection or the study of prepared specimens (or models), as specified below. Observational drawings are essential. An elementary knowledge of the chief functions of the body—nutrition, irritability, motility, excretion, reproduction—and of the mode of life and the life history of the various types. Study of the principles of classification in any one group, and recognition of the commonest forms in all.

The Frog.—Practical study of the external features; skeleton; visceral dissection; central nervous system; action of a typical muscle.

Practical study of a cross-section for arrangement of organ systems. Observation of external features of development.

The Fish.—Practical study of the external form: chief visceral organs; circulation and respiration; comparison with frog as to organs of locomotion, circulation, and respiration.

The Reptile.—Practical study of the external form of a snake and a turtle. Comparison with a lizard.

The Bird.—Practical study of the external form, plumage, and skeleton of some common bird. Adaptations to flight. Modification of bill and foot, in so far as they are of value in distinguishing the different chief types.

The Mammal.—Practical study of the chief features of the skeleton, the visceral organs, and the chief divisions of the brain of a rabbit or a cat. Major characteristics of mammalian dentition and foot structure, as illustrated by the pig, horse, sheep, rabbit, dog, mole, and bat.

The Worm.—Practical study of the external features, and dissection of the earth-worm. Study of cross-section for arrangement of chief organ systems only.

The Arthropod.—Practical study of the external form of the cray-fish, including segmentation and appendages. Comparison of the external form of the crayfish, grasshopper (or cricket), millipede, and spider.

The Mollusc.—Practical study of the external form, and mode of locomotion and respiration, of the fresh-water clam: comparison in these respects with the snail.

The Protozoan.—A practical study of the living amœba or paramœcium.

Note.—Dissection of at least the Frog and the Earth-worm by the pupil will be required. In other cases, prepared specimens or models may be used. Cross-sections will be studied with the low power microscope.

BOTANY.—General types of the great natural groups of plants; classification.

MORPHOLOGY.—Morphology of seed, root, stem, leaf, flower, and fruit. A study of the cellular structure of the leaf and of the relative arrangement of the more important tissues and tissue-systems of the stem and root (as shown by sections) of bean and maize, or of any other typical dicotyledon and monocotyledon.

PHYSIOLOGY.—Practical studies of absorption (osmosis), plasmolysis, transpiration, photosynthesis, respiration, irritability (e.g., heliotropism), growth and movement. An elementary knowledge of the phenomena of fertilization and reproduction.

ECOLOGY.—Modifications of organs for special functions. Seed dispersal. Light relations. Pollination and adaptations for cross-pollination. Plant associations, e.g., mesophytes, hydrophytes, xerophytes.

CRYPTOGAMS.—The practical study of representatives of the chief subdivisions of the cryptogams; spirogyra, chara, a mushroom, a lichen, a liverwort, a moss, a horsetail, a clubmoss, and a fern. Distribution and economic importance of yeasts and bacteria. Microscopic structure of the yeast cell: reproduction by budding. Microscopic observation of a bacterial colony.

PHANEROGAMS.—The practical study of representatives of the seed plants of the locality, including at least one member of each of the following orders: Coniferae, Caryophyllaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Sapindaceae, Umbelliferae, Ericaceae, Labiatae, Scrophulariaceae, Borraginaceae, Compositae, Gramineae (so far as the structure of the flower and stem is concerned), Liliaceae.

NOTE.—As form becomes intelligible only in the light of a knowledge of function and adaptation, it is advisable that the physiological and ecological studies should be taken up in appropriate connection with the morphological. It is also to be emphasized that the making of faithful and neat records of observations is a most important adjunct. In many cases these should be expressed as drawings, but it should be borne in mind that drawing loses much of its value as an educative factor unless there be an insistence on absolute accuracy and the careful naming of all the features represented. Judgment should, therefore, be exercised in requiring no more than can be done well.

February, 1914.

ANNOUNCEMENT re THE CARTER SCHOLARSHIPS

(Circular No. 110)

The Minister of Education desires to announce that, by the Will of the late J. I. Carter, of Sarnia, provision has been made for the awarding of Scholarships in twenty-five Counties of the Province on the results of the Departmental and Matriculation examinations on the Upper School Course. The following are the conditions governing the Scholarships:—

1. The candidate who obtains the highest aggregate marks on the Upper School papers (for Entrance into the Faculties of Education, or Honour or Scholarship Matriculation in Arts) within the County in which he is a competitor shall be awarded a Scholarship of $100.00; the candidate in said County who ranks second shall receive a Scholarship of $60.00; and the candidate in said county who ranks third shall receive a Scholarship of $40.00.

2. These three Scholarships shall be open for competition in each of the Counties named below by all the pupils of all the High Schools and Collegiate Institutes in that County, including those in cities and towns separated from the County but geographically within the limits of such County except as otherwise hereinafter provided in the case of the County of York and the City of Toronto.

3. No candidate shall be eligible to write for any of these Scholarships who has not attended one of the Collegiate Institutes or High Schools in said Counties for at least one year immediately prior to the examination.

4. No candidate who has been awarded one of these Scholarships shall be eligible to compete at any subsequent examination.

5. The awarding of the Scholarships shall be under the control of the Minister of Education and the awards made by him shall be final.

6. The Counties in which Scholarships are offered for competition are as follows:—

(1) Brant, (2) Bruce, (3) the united Counties of Dundas, Stormont and Glengarry (the three of which shall be taken together as one County), (4) Elgin, (5) Essex, (6) Grey, (7) Haldimand, (8) Hastings, (9) Huron, (10) Kent, (11) Lambton, (12) Lanark, (13) Leeds, (14) Middlesex, (15) Ontario, (16) Oxford, (17)) Perth, (18) Renfrew, (19) Simcoe, (20) Waterloo, (21) Welland, (22) Wellington, (23) Wentworth, (24) the County of York, exclusive of the City of Toronto, (25) the City of Toronto, which for this purpose shall be treated as a separate County.

7. Forms will be sent to the Principals of the High Schools and Collegiate Institutes concerned on which they shall report, not later than the first day of the examination, the names of all the candidates in their schools who are eligible to compete for these Scholarships.

8. After the results of the examinations are known the Scholarships provided for herein will be awarded by the Minister, the result of the award will be made public, and the cheques for the amounts of the Scholarships will be sent to the successful competitors.

9. For information concerning these Scholarships or the result of the award, candidates should apply to their Principals.

March, 1914.

INSTRUCTIONS TO INSPECTORS re TEMPORARY, DISTRICT, AND THIRD CLASS CERTIFICATES

(Instructions No. 30½)

1.—(1) If a teacher with a First or Second Class certificate cannot be obtained, the Minister will, on the recommendation of the Inspector and under the conditions as prescribed in 2 (2) and 3 below, approve of the appointment of a teacher with a Third Class certificate and, failing such Third Class, of the appointment of a teacher with a District certificate..

(2) If, however, a teacher with a Third Class or District certificate cannot be obtained, the Minister will grant a temporary certificate to a person with qualifications satisfactory to the Inspector, and at least eighteen years of age. If no suitable person of the required age can be obtained, the Inspector is hereby

directed to certify to this fact and to make to the Minister any recommendation which in his judgment meets the case.

2.—(1) In cases which, in the judgment of the Inspector, may at any time require special consideration, the Minister may authorize a Board, on the Inspector's recommendation, to engage without advertisement a teacher with a certificate lower than Second Class.

(2) In all other cases, when a teacher with the qualifications as prescribed in 1 (1) above cannot otherwise be obtained, the Board shall duly advertise the vacancy in a paper or papers with a provincial circulation.

3. In all cases, before making a recommendation, the Inspector shall satisfy himself that the Board is offering as high a salary as it may reasonably be expected to pay, and that it has taken due measures to obtain a teacher with the prescribed grade of certificate.

4. In the case of every vacancy, in order to prevent illegal appointments, the Inspector shall require the Board of Trustees to notify him forthwith of the name and qualifications of the teacher selected.

5. Except as provided in 2 (1) above, the Inspector may assume that, until otherwise notified, the Minister will approve of his recommendations when made in accordance with the directions of this circular; and, in dealing with each case, the Inspector may govern himself accordingly.

6. On the recommendation of the Inspector, the Minister will extend, if necessary, expired Third Class or District certificates, but, except for special reasons approved by the Minister, no limited or expired Third and no expired District certificate will be validated beyond the current school year, and no temporary certificate will be granted beyond the current term.

7. As Midsummer marks the close of the school year and as more teachers are available then than at any other period of the year, the Minister would prefer that where Boards make engagements for a year, it should be not for the calendar year but for the school year, from Midsummer to Midsummer.

April, 1914.

TEACHERS' INSTITUTE LECTURES

(Circular No. 49)

LIST OF LECTURERS AND SUBJECTS, 1914-1915

W. Pakenham, D.Pæd., Faculty of Education, University of Toronto:

1. Literature in the Public Schools.
2. History in the Public Schools.
3. History in English and German Schools.
4. The Physical Well-being of the Pupil.
5. Agencies for the Improvement of the Teacher's Status.

Evening Lecture.

George A. Cornish, B.A., Faculty of Education, University of Toronto:

1. Geography teaching in lower grades.
2. The old Geography and the new.
3. Observational work in Geography.
4. The Intellectual and Emotional values of Words.

5. Materials and Methods of Nature Study.
6. Mistakes of Nature Study teaching, and how to avoid them.
7. New views of Health in relation to teaching.
8. What kind of Hygiene teaching is of most worth.

Evening Lecture.

O. J. Stevenson, M.A., D.Pæd., Faculty of Education, University of Toronto:

1. What should be expected of the Entrance candidate in English Grammar?
2. Supplementary Reading in Third and Fourth Book Classes.
3. Some common mistakes in the teaching of Literature.
4. The Intellectual and Emotional Values of Words.
5. Relation of English Composition to Practical Life.
6. Memorization.
7. Illustrative material in the teaching of English.

Evening Lecture.

F. E. Coombs, M.A., Faculty of Education, University of Toronto:

1. What children should study in the first-year of their school life and why.
2. Method in the Primary Grades.

Evening Lecture.

H. T. J. Coleman, Ph.D., Faculty of Education, Queen's University:

1. Literature in the Public School. (Two or three addresses.)
2. Recent aspects of Geography Teaching. (Two addresses.)
3. The Meaning of Play.
4. The Teacher as a Student.

Evening Lecture.

W. E. Macpherson, B.A., LL.B., Faculty of Education, Queen's University:

1. The Evolution of a Curriculum.
2. Visual Aids in teaching History. (Illustrated.)
   (Preferably where there are facilities for showing lantern slides.)
3. Pictures from Canadian History.
   (Only where there are facilities for showing lantern slides.)
4. The teaching of Commercial Geography.
5. A School Museum.

H. W. Hill, M.D., D.P.H., Institute of Public Health, London:

1. The New Public Health in the Schools.
2. Modern methods of handling School Epidemics.

Evening Lecture.

S. B. McCready, B.A., Director of Elementary Agricultural Education:

1. The Rural School in Relation to Rural Problems.
2. The Ontario Country School and Country Teacher; Past, Present, and Future.
3. Consolidation of Schools in Canada and elsewhere.
4. An Ideal Country School.
5. How to Teach Agriculture.
6. Departmental Plans and Regulations for teaching Agriculture in High and Public Schools.

7. Progress in the teaching of Agriculture in Ontario.
8. Schools and School Problems in the British Empire.
9. The Ontario Agricultural College: Its History and Work.

Evening Lecture.

S. A. Morgan, B.A., D.Pæd., Normal School, Hamilton:

1. English Grammar. (One or two addresses.)
2. English Composition. (One or two addresses.)
3. Elementary Civics. (One or two addresses.)
4. Moral Education.
5. Teaching and Learning.
6. The School and the Curriculum.
7. Education and Practical Life.
8. The Progressive Teacher.
9. The School and the State.

Evening Lecture.

F. F. Macpherson, B.A., Normal School, Hamilton:

Language and Composition:

1. Oral Work in English.
2. Language and Sense-training.
3. Supplementary Reading and Language Work.
4. The Writing of an Essay.

Oral Reading:

1. Preparation for Good Reading.
2. Good Reading and how to get it.
3. Interesting Experiments in the Psychology of Reading.

Literature:

1. The Teacher's Preparation.
2. The Method of Teaching.
3. Illustrative Interpretation of a Passage.

History:

1. History in the Lower Grades.
2. History in the Upper Grades.
3. The Correlation of History.

Spelling:

Course of three addresses on Spelling.

Evening Lecture.

E. T. Seaton, B.A., Normal School, Hamilton:

1. Problems in Arithmetic.
2. Junior Arithmetic.
3. Recent tendencies in Arithmetic Methods.
4. The use of Crutches in Arithmetic.
5. Oddities in Arithmetic.
6. Lesson Illustrations.
7. Algebra in Form V.
8. Geometry in Form V.
9. Present Aim in Education.
10. The Spirit of the School.
11. Teaching Children to Study.

12. Home work.
13. The Time-table.
14. School-room Decoration.

Evening Lecture.

J. Voaden, M.A., Normal School, Hamilton:

1. Nature Study in Spirit.
2. Nature Study and the Teacher. (With illustrative material.)
3. Nature Study and the Child. (With illustrative material.)
4. The modern trend of Geography, or the New Geography versus the Old.
5. Geography in Lower Public School classes. The point of view.
6. Elementary Science, an illustrative lesson.
7. The Country Community, its characteristics and its needs.

Evening Lecture.

A. J. Painter, Normal School, Hamilton:

1. Correlated Constructive Work for primary grades.
2. The place of Manual Training in Public Schools.
3. Paper and scissors in the school-room.
4. The sand-table and its uses.
5. Paper cutting and folding as a means of expression.
6. Expression work in the plastic materials.
7. Methods in Constructive work for ungraded schools.

Evening Lecture.

J. R. Seavey, Normal School, Hamilton:

1. Art in modern education.
2. Art and why we teach it.
3. Class-room hints in teaching drawing.
4. Class-room hints in teaching colour.
5. Class-room hints in teaching design.
6. The Child in Art.

Evening Lecture.

S. J. Radcliffe, B.A., Normal School, London:

1. The Teaching of English.
2. Oral Composition.
3. Written Composition.
4. A Literature lesson with a class.
5. Imagery in Poetry.
6. Naturalism in Education.

Evening Lecture.

J. Dearness, M.A., Normal School, London:

1. Thought Expression versus Word Pronouncing in Elementary Reading.
2. Synthetic Method in Composition.
3. The Play Hour and the Playground.
4. Nature Study—Topics arranged by correspondence.

A. Stevenson, B.A., Normal School, London:

1. Newspapers in teaching Geography.
2. Products, Exports and Imports. (With a class.)

3. Soils: Their Formation, Composition, and Physical Properties.
4. Grammar: Five addresses.
5. Transportation.

Evening Lecture.

E. T. White, Normal School, London:
1. Primary Arithmetic.
2. Problems and Solutions.
3. History.

S. K. Davidson, Normal School, London:
1. Representation, Black and White.
2. Representation, Colours.
3. Pictorial Perspective.

Evening Lecture.

S. Pickles, Normal School, London:
Methods in Elementary Manual Training. (Three addresses.)

Evening Lecture.

A. C. Casselman, Normal School, North Bay:
1. Home Geography.
2. Climate.
3. History.
4. Adaptation in Animal and Plant Life.
5. Physics in the Public School.

Evening Lecture.

J. B. McDougall, B.A., Normal School, North Bay:
1. Literature for Senior Classes—A Natural Method.
2. Literature for Primary Classes—A Practical Study.
3. Memorization—Its Place and Method.
4. Literature for Senior Classes—A Natural Method.

J. C. Norris, M.A., Normal School, North Bay:
1. Units of Measurement.
2. The Essentials in Public School Arithmetic.
3. Advanced Commercial Arithmetic.
4. Practical Geometry for Public Schools.
5. Learning by Doing.

J. E. Chambers, Normal School, North Bay:
1. The Value of Manual Training and its relation to the other subjects on the School Programme.
2. A Course in Manual Training for Junior Classes.
3. A Course in Manual Training for Senior Classes.

C. Ramsay, Normal School, North Bay:
1. Primary Art.
2. Elementary Design.

J. F. White, LL.D., Normal School, Ottawa:
1. The Reading Process.
2. The Beginnings of Reading.
3. Reading in the Senior Grades.

Evening Lecture.

W. J. Karr, B.A., B.Pæd., Normal School, Ottawa:
1. Literature in Junior Classes.
2. Lesson Procedure in Literature.
3. Illustrative Lessons in Literature.

Roy F. Fleming, Normal School, Ottawa:
1. Blackboard Illustration and Decoration (illustrated).
2. The Illustration of Stories (illustrated).
3. Colour and its Application in Exercises of Representation and Design.
4. The Use of Plant and Animal Life in Design (illustrated).

T. A. Brown, Normal School, Ottawa:
1. The Rote Song—Its purpose and its benefits.
2. Ear Training—The essential element in musical instruction and its relation to reproduction.
3. Seat Work—Notation, Analysis and Composition.

D. Walker, B.A., Normal School, Peterborough:
1. General Discussion of Place, Method, and Material in teaching Arithmetic.
2. Treatment of some of the Elementary Processes of Arithmetic for Primary Grades.
3. Percentage and Commercial Arithmetic for Senior Grades.
4. Results which the pupil has a right to expect from the School.

Evening Lecture.

W. I. Chisholm, B.A., Normal School, Peterborough:
1. Nature Study Methods.
2. Use and Abuse of Nature Books.
3. Time-tables for Rural Schools.

Evening Lecture.

S. J. Keyes, B.A., B.Pæd., Normal School, Peterborough:
1. Primary Reading.
2. School-room Routine.
3. Jean Mitchell's School.

Evening Lecture.

H. G. Park, B.A., D.Pæd., Normal School, Peterborough:
1. The purposes served by the teaching of Grammar.
2. Some typical difficulties in teaching Grammar practically illustrated.
3. The place of Language in Education.

Evening Lecture.

A. F. Hagerman, Normal School, Peterborough:
1. Typical examples of Constructive Work. Suitable for Forms I and II. (Practical.)
2. A Problem in Construction for Forms III or IV. (Practical.)
3. The Educational Meaning of the Manual Arts.

Miss Jessie C. McRae, Normal School, Peterborough:
1. The Value of Art in Public Schools.
2. Elementary Art.
3. Practical Design in Public Schools.
4. The Use of Pictures in the Class-room.

Evening Lecture.

S. Silcox, B.A., D.Pæd., Normal School, Stratford:
1. The Relation of Teaching to School Management (2 lectures).
2. Grammar in Relation to Thought and Language.
3. The Problem of Classification.

Evening Lecture.

J. W. Emery, B.A., Normal School, Stratford:
1. Nature Study in the Public School.
2. Out-door work in Geography.
3. Physical Experiments in the Public School.
4. Hygiene in the Public School.
5. Hidden beauty in Plants and Animals (lantern needed).

J. M. McCutcheon, B.A., Normal School, Stratford:
1. The Learning Process.
2. The Teaching of English in the Public School.
3. Reading.
4. Literature in the Public School.

J. D. Campbell, B.A., Normal School, Stratford:
1. Practical Arithmetic.
2. Current Events and History.
3. Biography.

Mrs. Helen Mayberry, Normal School, Stratford:
1. Perspective.
2. Freehand Drawing from Models, and how to teach it.
3. Design.

Wm. Scott, B.A., Normal School, Toronto.
1. School Management.
2. Indirect Teaching.
3. Essential Factors of a Good School.
4. What Nature can do for the Teacher.

Evening Lecture.

D. D. Moshier, B.A., B.Pæd., Normal School, Toronto:

1. Literature.
2. Reading.
3. Some General Principles and their Application.

Evening Lecture.

Wm. Prendergast, B.A., Normal School, Toronto:

1. An address on Arithmetic.
2. An address on History.
3. Principles of Style in Composition.

Evening Lecture.

David White, B.A., Normal School, Toronto:

1. Nature Study, its aim and method.
2. The relation of Nature Study to other School Subjects.
3. A lesson in Nature Study.
4. Modern Methods in Geography.
5. Type lessons in Primary Geography.
6. Hygiene for the School-room.

A. T. Cringan, Mus.B., Normal School, Toronto:

Music in the Public Schools. (Two addresses.)

Miss Nina A. Ewing, Toronto Normal School:

1. The place and scope of Household Science in the School curriculum.
2. The correlation of Household Science with the other subjects of the School curriculum.
3. Phases of Household Science possible in the unequipped school-room.

Miss Auta Powell, Toronto Normal School:

1. Why, how, and when to teach Art in the Public Schools.
2. The handling of different Mediums.
3. Design.

James H. Wilkinson, Toronto Normal School:

1. Modelling in Clay. (Three addresses.)
2. Modelling in Plasticine. (One address.)
3. Paper and Cardboard construction. (Five addresses.)
4. Construction work in Raffia and other fibre. (Three addresses.)
5. Theoretical address on Manual Training. (Two addresses.)

June, 1914.

RURAL TEACHERS' CONFERENCE

(Circular Letter sent to each County School Inspector and to the President and Secretary of each County Teachers' Institute)

The Minister of Education desires to inform you that, as intimated by Director McCready in a circular letter to the Inspectors on September 25th, last, a Rural Teachers' Conference will be held at the Ontario Agricultural College, Guelph, from August 3rd to August 7th.

Each County Teachers' Association is eligible to send two delegates; and their expenses for travelling and board will be paid by the Department of Education on conditions which will be announced in June by the Director.

The names of the delegates appointed should be forwarded to Director McCready, at Guelph, without delay, so that there may be no doubt regarding his receipt of their names in time.

The purpose of the Conference is to bring before the whole rural school teaching force the desirability, the possibilities, and the methods of teaching Agriculture. The Conference will be carried out along the same lines as were followed last year in the Inspectors' short course.

One of the delegates, if possible, should be the holder of an Elementary certificate in Agriculture who has done some really effective work in the teaching of that subject. All the delegates should be representative teachers and those who have good records for continuous employment in one school and who are able to take part in discussions at the Conference and make a good report afterwards at the Convention. Teachers who expect to attend the five weeks' Teachers' Summer School or who are likely to change their positions at midsummer should not be selected.

April 28th, 1914.

THE PENNY BANK IN THE SCHOOLS

The Minister of Education is impressed with the importance of the encouragement of thrift amongst school children and has under consideration the practical assistance given in this direction by The Penny Bank of Toronto.

To teach a child how to economize slender resources, how to resist temptation to needless expense, and how to make reasonable provision for the future, is an important part of its education. Such knowledge cannot be acquired too early in life, and much may be done in a school to render its acquisition easy to children and to show them the advantages of economy and foresight. Economy is, however, a habit, and is to be acquired by practising it, rather than by listening to demonstrations of its importance. The child who is helped to deny himself some trifling personal gratification, who is encouraged to save by degrees a few dollars, and who finds this sum available for his own needs, or perhaps for helping his parents at a time of family misfortune, has received a practical lesson in the advantages of economy and foresight which may make a lasting impression upon him. The value of such a lesson will not be confined to its influence on the scholar's own character and welfare: It will exercise a reflex influence on the members of the household to which he belongs, providing them with a practical lesson of lasting value. It will tend to encourage the parents to start Savings Bank accounts themselves, or to assist their children's.

Penny Banks have been established in connection with the schools of most European countries, particularly in the Austrian Schools and in those of France and Belgium. The system has there shown a steady growth during the past thirty years. In England and Scotland the same success has attended the establishment of School Banks wherever zealous and systematic efforts have been made towards the encouragement of saving.

The Dominion Penny Bank Act (R.S.C. 1906, Ch: 31) under which The Penny Bank of Toronto was incorporated stipulates that the deposits of the school children are to be placed with the Receiver-General at Ottawa, thus extending to such deposits the highest possible guarantee. The Act also provides for the establishment of a Guarantee Fund, which must be maintained up to at least $10,000.00 but it permits no Share Capital, nor any payment of dividends. No subscriber to the funds of the Bank, or to the Guarantee Fund, may receive any return in respect of such subscription. The Act also stipulates that no Director of The Penny Bank shall be entitled to receive any fees for services rendered as a Director. In short, the Bank is not a money-making or commercial concern and may make no payments other than those to its depositors except for actual running expenses. School Boards are authorized under an Ontario Act (8 Edw. VII, Ch: 33, Sec. 55) to pay for the necessary supplies of stationery.

The first annual report of The Penny Bank of Toronto, dated the 30th of June, 1906, showed operations in 44 schools in 2 centres from which the deposits amounted to $50,401.19. The last report, dated the 30th of June, 1913, showed that the Bank was operating in 222 schools in 31 centres including such places as London, Galt, Barrie, Oshawa, Ottawa and Belleville, with total school deposits amounting to $236,681.68. This excellent showing has not been attained without zealous effort and persistent enthusiasm not only by those philanthropic gentlemen who organized the institution and gave liberally of their time and their money, but also by the school teachers who have given their services and communicated their enthusiasm to the children, and by the clerks and managers of the Chartered Banks who have always been ready to serve this truly National Institution.

The Minister desires to express the thanks of the Province to all these voluntary workers for future good citizenship, and particularly his appreciation of the devotion shown by the teachers in those schools where The Penny Bank has been in successful operation. He also desires to call the attention of other School Boards and other School Principals to this Penny Bank System, the details of which may be obtained by application to the Head Office of The Penny Bank, York and Richmond Streets, Toronto. In doing so, however, he wishes to point out that it is not enough merely to establish the system in a school. There must be loyal co-operation and persistent sympathy upon the part of the teachers in order to produce the desired result upon the scholars. If the children feel that the teacher is not in sympathy with the Bank some few may take the opportunity to exercise a natural thriftiness, but the Bank will fail in its effort to encourage thrift amongst the unthrifty. In short, thrift needs to be encouraged as steadily and persistently as good manners or as any other desirable habit.

The Minister feels no hesitation in making this recommendation to School Boards and Principals, because he is certain that the more general adoption of such a plan will increase the usefulness of the School as an instrument for the formation of character, and because he has every reason to believe that the keen interest which has been shown in the past by all concerned will continue and spread in the future.

March, 1914.

INDUSTRIAL, TECHNICAL AND ART SCHOOLS

(Circular No. 17)

PREFATORY NOTE

This Circular is now issued for the guidance and information of Advisory Industrial Committees in advance of the Manual dealing with all classes of Vocational Schools, the publication of which will be announced shortly. It replaces pages 13 to 22 of Bulletin No. 2 on Industrial, Technical and Art Education.

THE INDUSTRIAL EDUCATION ACT

Definition of Names

1. In *The Industrial Education Act* and the Regulations of the Department of Education, the name Industrial is applied to both day and evening schools and classes for the preparation of workmen and workwomen; and the name, Technical, to those for the preparation of foremen and forewomen and the holders of minor directive positions in the trades. Manual Training and Household Science are classed as cultural and practical subjects of the High and Public School courses of study whether they are taken up in day or evening classes. While introductory to Industrial and Technical courses, they are, however, neither Industrial nor Technical themselves. The foregoing distinctions should be borne in mind.

Provisions of the Act

2. At the session of the Legislature in 1913 *The Industrial Education Act* replaced all the preceding Acts which dealt with elementary Industrial, Technical and Art education; and this Act, it is important to remember, is the only one under which Industrial, Technical and Art Schools can now be established and maintained at the public expense.

Classes of Schools

3. Section 4 of the Act provides for the following classes of schools, which a High School Board or a Board of Education of any city, town, or village, or an Urban Continuation School Board may establish with the Minister's approval:

I DAY SCHOOLS

(1) General Industrial Schools and Courses for instruction in such subjects as may form a basal preparation for the trades, including workshop practice, with correlated drawing, English, practical mathematics and science, and the essential subjects of a good general education.

(2) Special Industrial Schools and Courses, for instruction in the theoretical and practical work of particular trades carried on in the city, town or village, and when deemed desirable in the essential subjects of a good general education.

(3) Technical High Schools and High School Courses for instruction for minor directive positions in industrial establishments.

(4) Part-time co-operative Industrial Courses in which and under such conditions as may be agreed upon between the employer and the Advisory Industrial Committee, apprentices, whether articled or not, employed in the workshops may receive in the day schools instruction bearing upon their trades; and pupils attending the day schools may receive practical instruction in the workshops.

(5) Schools and courses for instruction in the fine and applied arts.

(6) Industrial, Technical, and Art Evening Schools, in which workmen and workwomen employed during the day may receive theoretical and practical instruction in their trades or callings.

Advisory Industrial Committee

4. Under this Act also the control of these schools is vested in an Advisory Industrial Committee, composed of eight or twelve persons as the Board may direct, the members of which shall be appointed by the Board as follows:—

(1) When the number of persons is eight,

(*a*) four members of the Board, including one representative of the Board of Public School Trustees and one representative of the Board of Separate School Trustees, if any;

(*b*) two persons not members of the Board who are engaged as employees in the manufacturing or other industries carried on in the local municipality or in the county or district in which the school is situate; and

(*c*) two other persons not members of the Board who are employers of labour or directors of companies employing labour in manufacturing or other industries carried on in the local municipality or in the county or district, in which the school is situate.

(2) When the number of persons is twelve,

(*a*) Six members of the Board including one representative of the Board of Public School Trustees and one representative of the Board of Separate School Trustees, if any,

(*b*) Three persons not members of the Board who are engaged as employees in the manufacturing or other industries carried on in the local municipality or in the county or district in which the school is situate, and

(*c*) Three other persons not members of the Board who are employers of labour or directors of companies employing labour in manufacturing or other industries carried on in the local municipality or in the county or district in which the school is situate.

Admission Qualifications

5. Section 5 of the Act provides as follows:—

(1) Pupils duly admitted under the Regulations to a High School may be admitted to a Technical High School or High School Course.

(2) Subject to the Regulations and on the report of the Principal, approved by the Advisory Industrial Committee, pupils of at least the standing of the Fourth Form of the Public and Separate Schools may be admitted to a general or special industrial school or part-time co-operative industrial course or a school or course for instruction in the fine and applied Arts; and

(3) Workmen or workwomen employed during the day may be admitted to an Industrial, Technical, or Art Evening School.

INSTRUCTIONS AND REGULATIONS

Qualifications of Teachers

6. Each teacher shall possess suitable expert knowledge of his subject. For the academic subjects the ordinary certificated teacher will suit, provided he has duly familiarized himself with industrial requirements. Instructors in shop work should be skilled mechanics. Not only will such teachers give, as, indeed, only

they can give, the necessary practical turn to the work, but they will command the confidence and sympathy of the students. For the theoretical and practical technical work, teachers specially trained at industrial or technical colleges are indispensable.

Courses of Study

7. The needs of the different localities vary so much that any settlement of the details of the courses must be made by the local authorities. The Industrial Education Act, accordingly, leaves the initiatory steps to the Advisory Committee. After the subjects have been selected, the next step should be the submission of a report by the teacher in charge to the Advisory Committee upon the details, followed by due consideration by the Committee and the Board, before submission to the Minister for his approval. The first year must, however, be more or less one of experiment, and courses should be modified from time to time in accordance with the experience of those concerned. For the same reason, the Minister will be prepared to approve of any modification of the Regulations that, in his judgment, local conditions may justify.

For suggestions in constructing the courses recognized by *The Industrial Education Act,* all concerned should refer to the various systems and courses of study which for this purpose were included in the Superintendent's report on *Education for Industrial Purposes,* published in 1911, and to the General Industrial courses detailed in Bulletin No. 2 of the Ontario Department of Education on Industrial, Technical, and Art Education. See pages 20-28, 53-63, 77-86, 94-96.

School Terms and Sessions

I DAY SCHOOLS

8. (*a*) Except with the special approval of the Minister, the limits of the school terms shall be the same as those of the High Schools.

(*b*) The hours of opening and closing the daily session and the recesses shall be the same as those of the High Schools; but where practical work is emphasized in the programme, the hour for closing may be extended by the Advisory Committee to five o'clock.

II EVENING SCHOOLS

(*a*) The Evening School year shall consist of two terms beginning and ending on such dates and with such vacations as The Advisory Industrial Committee may determine.

(*b*) The School shall be open for at least an hour and a half of actual instruction on each of at least two evenings a week.

Distribution of Legislative Grants

9. When the accommodations, the equipment, the text-books, the qualifications of the staff, and the courses of study are satisfactory to the Minister, and when the Board is not in receipt of a special Legislative grant for Industrial, Technical, or Art Schools, the Legislative grant for Evening and Day Industrial, Technical, and Art Schools shall be distributed under Section 6 (*l*) of *The Department of Education Act,* in accordance with the following scheme:

I DAY SCHOOLS

(1) A fixed grant on Forms as follows:—

(*a*) Full-time Forms approved by the Minister. A grant of $100 for each of the first five forms established; $75 for each of the next five; and $50 for each of ten succeeding forms.

(*b*) Part-time co-operative Forms approved by the Minister. A grant of $75 for each of the first five forms established; $50 for each of the next five; and $25 for each of ten succeeding forms.

(2) A grant on salaries of staff approved by the Minister, proportioned as follows on the total salaries of the staff:

In cities with a population of 150,000 and over, one-third; in other cities, one-half: in towns, two-thirds; and in villages, five-sixths. Maximum grant, $5,000.

(3) An initial grant of 40 per cent. on new equipment, especially provided in any year and approved by the Minister for Day Industrial, Technical, and Art Schools, and 20 per cent. on the same equipment for each of three succeeding years. Maximum grant in any year, $2,000.

II EVENING SCHOOLS

(*a*) A grant on salaries of staff approved by the Minister, proportioned as follows on the total salaries of the staff:

In cities with populations of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths. Maximum grant, $3,000.

(*b*) An initial grant of 40 per cent. on new equipment, especially provided in any year and approved by the Minister, for Evening Industrial, Technical, and Art Schools, and 20 per cent. on the same equipment for each of three succeeding years. Maximum grant in any year, $1,000.

III DAY AND EVENING SCHOOLS

(*a*) When the accommodations have been specially provided for Day or for Evening Industrial, Technical, or Art Schools, the sums apportionable under the following scheme shall be payable for each item in actual use.

(*b*) When the accommodations provided for Day Classes are used also for Evening Classes or vice versa, or when accommodations provided for High, Public, Separate, or Continuation Schools or other purposes are used for evening Industrial, Technical or Art Schools, one quarter of the sums apportionable under the following scheme shall be payable for each item in actual use for said classes, in addition to any other Legislative grants that may be payable on such accommodations.

I. For each item of the following, according to number, adequacy, and suitability:

——	GRADE			
	I	II	III	IV
Class-rooms	$6 00	$4 50	$3 00	$1 50
Lecture Rooms	9 00	7 00	4 50	2 50
Laboratories	9 00	7 00	4 50	2 50
Workshops	9 00	7 00	4 50	2 50
Teachers' Offices	3 00	2 50	1 50	1 00
Administrative Offices	3 00	2 50	1 50	1 00
Lavatories	9 00	7 00	4 50	2 50
Waiting and Assembly Rooms	9 00	7 00	4 50	2 50
Lunch Rooms	9 00	7 00	4 50	2 50
Halls	9 00	7 00	4 50	2 50

Maximum grant, $400.

NOTES: 1.—The class-rooms include rooms for academic work, art work, drafting, and designing.

2.—The laboratories include the rooms for chemistry, general physics, electricity, mathematics, and engineering.

3.—The workshops include the rooms for:—
(*a*) Claymodelling, woodcarving.
(*b*) Woodworking, woodturning, forging, machine work, and a construction room.
(*c*) Hand sewing, machine sewing, dressmaking, millinery.
(*d*) Kitchen, laundry, dining-room, and a model household suite of rooms.
(*e*) Any other practical subject approved by the Minister.

II. For each item of the following, according to its adequacy and suitability:

——	GRADE I	II	III	IV
School Grounds	$16 00	$12 00	$ 8 00	$ 4 00
School Building	24 00	18 00	12 00	6 00
Assembly Hall	16 00	12 00	8 00	4 00
Supply Room	6 00	4 50	3 00	1 50
Gymnasium	20 00	15 00	10 00	5 00
Reading-room and Library	9 00	7 00	4 50	2 50
Exhibition Room	9 00	7 00	4 50	2 50

Maximum grant, $100.

NOTES: 1.—The Assembly Hall should be provided with platform and seats, and should be suitably decorated.
2.—The Supply Room is a room for selling material for the courses, or for supplying it free.
3.—For the requirements of the Gymnasium, see High School Circular 8. When practicable, a swimming pool should also be provided.
4.—The Reading-room and Library should be provided with book-cases, tables, chairs, and office furniture.
5.—The Exhibition Room should be supplied with cases for the finished products of the school and for illustrative material.

III. For each item of the following concerned in I and II above, according to number, adequacy, and suitability:

——	GRADE I	II	III	IV
Black-boards	$ 2 00	$ 1 50	$ 1 00	$0 50
Desks and Chairs	8 00	6 00	4 00	2 00
Heating	12 00	9 00	6 00	3 00
Lighting	6 00	4 50	3 00	1 50
Ventilation	12 00	9 00	6 00	3 00
Water Supply	6 00	4 50	3 00	1 50
Power Supply	12 00	9 00	6 00	3 00

Maximum grant, $500.

NOTE.—In grading, under III, the different items of accommodation in I and II above, the capacity of each item shall be valued in class-room units.

Contingency of Grants

10. If the amount voted by the Legislature is insufficient to pay in full the apportionments under the foregoing scheme, or, if there is a balance left over after payment in full, the Minister may make a *pro rata* reduction or increase.

Accounts

11. The receipts and expenditures on account of the Day and the Evening classes shall be kept separate from each other and from those for other school purposes, and shall be separately reported to the Minister.

Process of Establishment

12. The first step in the establishment of industrial classes is the formation of an Advisory Industrial Committee. The members should be selected with considerable care as much of the success depends upon the efforts put forth by this Committee. It should be as representative as possible of the different industries of the locality. The meetings should be held at stated times, at least monthly, at the school and not in an office down town. All the members should be workers and should not regard their duties as confined to attending the meetings. They should visit the school regularly, inspect the registers, and take an interest in the work generally. The members can do effective work among the people by advocating on every possible occasion the training given by the school. Where there are likely to be large classes of girls and women it is advisable to appoint at least one woman on the Committee.

Publicity

13. The school should be well but judiciously advertised by posters in the factories and elsewhere, and by the distribution of circulars to factory employees and artisans. Posters to be placed in factories should be provided with a space for the endorsation of the firm, and circulars should be provided with a detachable application blank. The fullest use should be made of the local newspapers. The classes should be brought closely to the attention of all boys and girls in forms III and IV of the Public and Separate Schools who do not intend to enter the High Schools. The school should be opened some days before actual class work begins and an announcement made that the principal and his staff are ready to advise intending students and their parents as to the course of study best suited to the individual.

Suggestions for securing and for maintaining an attendance and for the registration of pupils will be found in Bulletin No. 2, pages 108-114; 156-158.

Organization and Management

14 (1) While the Advisory Committee will take a general oversight of the organization of the classes, it is important that they should be under the charge of a principal who possesses both executive ability and general mechanical knowledge. The principal should have full control of the industrial courses, subject to the Advisory Committee.

In very large schools he should have no class directly under his charge but in the smaller ones he may teach part of his time. The appointment of such a principal is all the more necessary when it is considered that the majority of the assistant teachers will be practical men and women from the shops with little or no experience in teaching and in solving the problems of the class-room. For these, the principal's assistance and direction are indispensable. The principal should keep in close touch with the factories and other industries in order that the instruction may meet the needs of the local industrial situation.

(2) The principal should report monthly to the Committee. His report should show for each subject the number registered, the number in attendance each night, the average attendance and the percentage of the registered attendance. The registers should be kept and marked in ink. They should show for each student the name, address, occupation, country of birth, age if a minor, and previous training. Where fees are charged the Principal should be instructed to

remit them, if in his judgment the financial condition of the student or his parents renders it advisable to do so. This will of course be done privately. Every effort should be made to keep up the attendance. The cause of absence or discontinuance should, in every case, be sought for. In some schools reply cards are sent to absentees, but a much better plan is to obtain the facts through personal inquiries by the teachers or members of the Committee. The names of persistent absentees who cannot account satisfactorily for their absence should not be retained on the register. The Day School authorities should provide the principal of the Evening School with a record of every boy and girl showing character, ability, attainments, etc.

(3) After the organization of the Committee and the appointment of the Principal, a general investigation should be undertaken of the industries of the district, with the object of discovering the subjects most desirable and feasible, and the kind of instruction required by the employers and needed by the employees. At the same time employers should be urged to show a practical, not merely an academic, interest in the industrial classes by granting certain privileges, bonuses, increases of wages, or promotion to employees taking satisfactory courses of instruction.

(4) Every effort should be made to induce students to take up related courses of study rather than isolated subjects. Classes should be small. No class should exceed twenty: fifteen is a better number. No matter what system of classification is adopted, much of the instruction must be individual. In this work particularly, the more the individuality of the pupils is recognized and the more his special requirements are taken into consideration, the more regular will be his attendance and the more satisfactory will be the results.

(5) The classification of students should depend upon the age, the occupations, and the qualifications of those who apply for admission. The classes for men and women should, where possible, be distinct from those for boys and girls. Adults do not care to show their lack of knowledge or training before children. It is frequently necessary to organize even in the same subjects different classes for persons of different occupations. For example, the drawing or the mathematics (beyond the rudiments) required by the carpenter is different from that required by the machinist. No student should be admitted to a class who is unable through lack of preliminary training or other cause to take full advantage of the instruction offered.

(6) The methods of approaching subjects in the evening voluntary classes should differ materially from those employed in the day schools. Students in the evening classes have a tendency to become discouraged and to discontinue their attendance if they do not see, almost immediately, the bearing of the instruction on their daily work. In subjects with a practical bearing, such as, mechanical drawing, mathematics, and science, they should not be kept working at preliminary plates, exercises, and problems which with their limited knowledge they can not recognize as being of practical value. Work in all subjects should begin with shop problems of immediate use. The theoretical work necessary to the solution of the practical problems should at first be taught incidentally. After the student is convinced of the applicability of the instruction to his needs he will be quite willing and anxious to study the principles on which the problems are based. Drawing should be taught more generally from specifications than from plans and plates which require only copying to the same or a different scale. Where practicable the teacher should prepare a summary of each lesson in the form of type-

written sheets or cards, which should be handed to the students at the close of the lesson. This method enables students who are unavoidably absent to keep up the continuity of the work and gives all an opportunity for review before the commencement of another session.

(7) In the case of schools already established, second year classes should be provided for those who have taken a first year's course. First and second year students should not be taught together and no attempt should be made to take pupils over work a second time except in so far as a preliminary review is necessary.

(8) While Evening Industrial Classes and Night Public School Classes or Night High School Classes may be held in the same building and at the same time, it is to be noted that these different kinds of classes are under the management of different authorities. For particulars regarding Night Public School Classes and Night High School Classes, see Regulations and Course of Study of the Public Schools and Regulations and Course of Study of the High Schools.

It is to be noted also that while certain branches, such as arithmetic and bookkeeping, may be subjects of instruction in Night Public School Classes or Night High School Classes and also in Evening Industrial Classes, only those classes in which such branches are taught with a distinctively industrial bias are to be carried on under the authority of an Advisory Industrial Committee. For example, classes in general bookkeeping, typewriting, and stenography are not to be classified as industrial, but classes giving instruction either in the simple accounts required by mechanics, or in the more specialized forms of bookkeeping required by builders, contractors, or persons in other industrial occupations in estimating, cost accounting, etc., may be so classified.

October, 1914.

THE WAR AND THE SCHOOLS

Announcement by the Minister of Education re Courses and Examinations in History

As the present war, in which Britain is engaged, is undoubtedly one of the most momentous in the history of civilization, it is of grave importance that its causes and the interests at stake, as well as the relations thereto of the different nations directly or indirectly concerned, should be fully appreciated by the Dominion of Canada.

The Minister of Education for Ontario, accordingly, directs that the above topics shall form part of the course of study in History in every school of the Province so far as they can be intelligently taken up in the different grades. In furtherance of this direction, he now intimates to all candidates concerned that at the coming Departmental examinations the papers in the courses in English, Canadian, and European History will contain one or more questions dealing with the above topics, and he directs that an adequate knowledge of the topics in question shall be required as one of the tests of promotion from grade to grade.

With the same end in view, the Minister strongly recommends that generously disposed citizens, as well as School Boards, shall offer, under suitable conditions, prizes for essays on one or more of the phases of the present struggle. It cannot be too widely known, nor can it be too deeply felt, that, while each of the overseas Dominions is mistress in her own house, her welfare is bound up with that of the British Islands and that she owes loyal and filial service to the Mother of Nations.

November 19th, 1914.

OFFICIAL CALENDAR OF THE DEPARTMENT OF EDUCATION FOR THE YEAR 1915

(Form No. 94)

TEACHING DAYS FOR 1915

High, Continuation, Public and Separate Schools have the following number of teaching days in 1915:

January	20	July	..
February	20	August	..
March	23	September (High Schools, 18)	21
April	16	October	21
May	20	November	22
June	20	December	16
	119	(High Schools, 77)	80
		Total	199
		Total, High Schools	196

Dates of Opening and Closing

Open	4th January	Close	1st April
Reopen	12th April	Close	29th June
Reopen	1st September	Close	22nd December
Reopen (High Schools)	7th September		

NOTE.—Christmas and New Year's holidays (23rd December, 1915, to 2nd January, 1916, inclusive), Easter holidays (2nd April to 11th April, inclusive), Midsummer holidays [from 30th June to 31st August (for High Schools to 6th September), inclusive], all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (6th) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Monday, 24th May), and the King's Birthday (Thursday, 3rd June), are holidays in the High, Continuation, Public, and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1915, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

OFFICIAL CALENDAR

(The italicized portions in parenthesis give the wording of the statute and regulations as the authority for the dates.)

January:

1. New Year's Day (Friday).
   By-laws for establishing the withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. *(1st January.)*

4. High, Continuation, Public and Separate Schools open. [H. S. Act, sec. 52; P. S. Act, sec. 7; S. S. Act, sec. 91]. *(3rd day of January.)*
   Truant Officers' Report to Department, due. *(Not later than 5th January.)*

5. Provincial Normal and English-French Model Schools open (Second term).

6. First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. *(Wednesday following the annual meeting).*
   Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 39 (3)]. *(1st Wednesday in January).*
   Principals of High and Continuation Schools and Collegiate Institutes to forward supplementary report *re* changes in staff, etc. *(Not later than 7th January).*

11. Appointment of High School Trustees by Municipal Councils other than County. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, sec. 193]. *(2nd Monday in January).*
    Annual meeting of Rural Municipal Public Library Association. *(2nd Monday in January).* [P. L. Act, sec. 19 (4)].

12. Clerks of Municipalities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 61 (1)]. *(Before 2nd Wednesday in January.)*

14. Annual Reports of Boards in cities and towns to Department due. *(Before 15th January).*
    Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office addresses of Trustees and Teachers. *(Before 15th January).* [P. S. Act, sec. 78 (c)].

15. Trustees' Annual Reports to Inspectors due. [P. S. Act, sec. 78 (e); sec. 118]. *(On or before 15th January).*
    Annual Reports of Kindergarten attendance to Department due. *(Not later than 15th January).*
    Annual Reports and Names and Post Office Addresses of Trustees and Teachers of Separate Schools due. [S. S. Act, sec. 45 (g)]. *(On or before 15th January.)*
    Annual Reports from High School Boards and from Continuation Schools to Department due. [H. S. Act, sec. 24 (1)]. *(On or before 15th January).*

21. First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. *(3rd Wednesday in January).*

26. Appointment of High School Trustees by County Councils. (H. S. Act, secs. 14, 21 (1); see also Mun. Act, 193]. (*4th Tuesday in January*).

31. Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February.* [Truancy Act, sec. 7 (5)].

February:

1. Inspectors' Annual Reports to Department due. (*On or before 1st February*).
3. First Meeting of High School Boards, Union Boards and Municipal Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, secs. 9 and 16]. (*1st Wednesday in February*).

15. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].

March:

1. School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].
   Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 55 (1)]. (*On or before 1st March*).

26. Normal School Final examination for Grade A students begins.

April:

1. Returns by Clerks of Counties, Cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).
   Normal, English-French Model, High, Continuation, Public and Separate Schools close for Easter. [H. S. Act, sec. 52; P. S. Act, sec. 7; Sep. Sch. Act, sec. 91]. (*Thursday before Easter Sunday*).

2. Good Friday.

5. Easter Monday.

6. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter Vacation).

12. High and Continuation Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 52; P. S. Act, sec. 7; S. S. Act, sec. 91]. (*Second Monday after Easter Sunday*).

13. Normal and English-French Model Schools open after Easter Holidays.

14. Notice by candidates for Junior High School Entrance and Junior Public School Graduation Diploma examinations, to Inspectors, due (*before April 15th*). [High School Entrance Regulation 6 (1)].

15. Reports on Night Public Schools due (Session 1914-1915). (*Not later than the 15th April*).

20. Inspectors report number of candidates for Junior High School Entrance and Junior Public School Graduation Diploma examinations (*not later than April 20th*). [High School Entrance Regulation 6 (3)].

30. Notice by candidates to Inspectors due for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School examination for Entrance into the Normal Schools and Faculties of Education (*before May 1st*). [High School Regulation 36 (1), page 121, and Public School Regulation 3 (2), page 97].

May:

1. University of Toronto examinations in Arts, Law, Pharmacy, Music and Agriculture begin.
   Inspectors report number of candidates for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School examination for Entrance into the Normal Schools and Faculties of Education.
7. Arbor Day. (*1st Friday in May*).
14. Notice by candidates to Inspectors due for the following examinations—The Middle School examination for Entrance into the Normal Schools, The Upper School examination for Entrance into the Faculties of Education, the Pass and Honour Matriculation examinations (*before May 15th*)—High School Regulation 36 (1), page 121.
16. Inspectors report number of candidates for above examinations. (*Not later than May 16th*).
21. Empire Day. (*1st School day before 24th May*).
24. Victoria Day (*Monday*).
25. Clerk of the Municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 71]. (*Before 4th Wednesday in May*).
31. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).

June:

1. Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].
   Assessor in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].
   Public and Separate School Boards and County Council to appoint representatives on the High School Entrance Boards of Examiners. [H. S. Act, Sec. 47 (b)]. (*On or before 1st June*).
   By-law to alter school boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).
3. King's Birthday (*Thursday*).
7. Normal School Final examination begins.
9. Upper School examination for Entrance into the Faculties of Education and Honour and Scholarship Matriculation examinations begin.
11. Pharmacy Matriculation examination begins.
    Provincial Normal Schools close.
    University Commencement.
14. University Pass Matriculation, Senior High School Entrance and Senior Public School Graduation Diploma examinations, and the examination for Entrance into the Model Schools begin.
16. The Lower School examination for Entrance into the Normal Schools and into the Faculties of Education begins.
    Junior Public School Graduation Diploma examination begins.

18. English-French Model Schools close.
19. Last day for receiving applications for Summer Schools.
21. Junior High School Entrance examination begins.
22. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).
24. Middle School examination for Entrance into the Normal Schools begins.
29. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 52; P. S. Act, sec. 7.] [S. S. Act, sec. 91.] (*End on 29th June*).
30. Protestant Separate School Trustees to transmit to County Inspectors pupils' names and attendance during the last preceding six months. [S. S. Act, sec. 14 (1)]. (*On or before 30th June*).
    Trustees' Financial Statements of Continuation Schools and Fifth Forms, to Inspector due. (*Not later than June 30th*).
    Report on inspectoral visit of City, Separate, and English-French Public and Separate School Inspectors due. [Instructions, 16 (c)]. (*Not later than June 30th*).

July:

1. Dominion Day (*Thursday*).
   Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].
   Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
5. Summer Schools open.
15. Inspectors' Reports of Fifth Forms due. (*On or before 15th July*).
    Separate School supporters to notify Municipal Clerk. [Sep. Sch. Act, sec. 71.] (*On or before 15th July*).
31. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act, sec. 6]. (*On or before 1st August*).
    Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 45 (i)]. (*On or before 1st August*).
    Estimates from School Boards to Municipal Councils for assessment for School purposes due. [H. S. Act, sec. 24 (h); P. S. Act, sec. 72 (n); S. S. Act, sec. 45 (f)]. (*On or before 1st August*).
    Notice from Separate School Board to Clerk of another Municipality regarding School Taxes due from supporters therein. [Sep. Sch. Act, 59 (2)]. (*On or before 1st August*).
    High School Trustees to certify to County Treasurers the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).

August:

6. Summer Schools close.
9. August Part A Middle School and Parts A and B Upper School, Commercial, Music, Art Specialists' and Supervisors', and final Summer Model School examinations begin.
14. Last day for receiving applications for admission to Autumn Model Schools [Model School syllabus].
17. Autumn Model Schools open. [Model Schools syllabus].
20. Last day for receiving applications for admission to English-French Model Schools.

25. Last day for receiving applications for admission to Normal Schools. [Normal School syllabus].
31. Last day for receiving appeals against the Midsummer examinations. [H. S. Regs. page 119, sec. 44 (2)]. (*Before September 1st*).

September:

1. Last day for receiving application to write on Supplemental Matriculation examination. [Cir. 24]. (*Up to September 1st*).
   Continuation, Normal, English-French Model, Public and Separate Schools open. [P. S. Act, sec. 7; S. S. Act, sec. 91]. (*1st day of September*).
6. Labour Day. (*1st Monday in September*).
7. Supplemental Matriculation examination begins.
   High Schools open. [H. S. Act, sec. 52]. (*1st Tuesday in September*).
30. Trustees to report to Inspector amount expended for Free Text-Books. (*Before 1st October*).

October:

1. Principals of High and Continuation Schools and Collegiate Institutes to forward list of teachers, etc. (*Not later than Oct. 1st*).
   Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October*). [Board of E. Act, sec. 4 (1)].
   Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks, and resolution of Separate School Boards to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1); S. S. Act, 40 (1)]. (*On or before 1st October*).
   Faculties of Education at University of Toronto and Queen's University, Kingston, open.
15. Trustees' Report on purchase for Public School Libraries, to Inspectors, due. (*On or before 15th October*).

November:

1. Inspectors' Reports on Rural Library grants due. (*Not later than 1st November*).
   Inspectors' application for Legislative aid for Free Text-Books to Rural Schools. (*Not later than 1st November*).

December:

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1); S. S. Act, sec. 45 (b)]. (*On or before 1st December*).
   Township Clerk to furnish to the School Inspector information of average assessments, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].
   Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).
7. Returning officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).
   Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 39 (5)]. (*Before 2nd Wednesday in December*).

13. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 70 (2)]. (*Not later than 14th December*).
Autumn Model School Final examination begins.

15. County Council to pay $500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Cont. S. Act, sec. 10 (3); H. S. Act, sec. 33 (2)].
Municipal Councils to pay Municipal Grants to High School Boards. [H. S. Act, sec. 33 (1), 35 (1-4)]. (*On or before 15th December*).

17. Autumn and English-French Model Schools and Normal Schools (first term) close. [Model School Syllabus]. [Normal School Syllabus].

22. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 52; P. S. Act, sec. 7; S. S. Act, sec. 91.] (*End 22nd December*).

25. Christmas Day (*Saturday*).
New Schools, alterations of School boundaries and consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6); sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 7]. (*Not to take effect before 25th December*).

29. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 39 (1)]. (*Last Wednesday in December*).

31. High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).
Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 14 (1)]. (*On or before 31st December*).
Auditors' Reports of cities, towns and incorporated villages to be published by Trustees [P. S. Act, sec. 72 (p)]. (*At end of year*).
Financial statement, report of attendance, etc., from Teachers' Institutes. (Cir. No. 12). (*Not later than 31st December*).
Report on Inspectoral visits from Separate, County, and District Inspectors, due. [Instructions, 16, 16a, 16b]. (*Not later than Dec. 31st*).

November, 1914.

ORDERS IN COUNCIL

Corrections and additions to the High School Regulations approved 8th January.

George Fitchett appointed night watchman at the London Normal School. Approved 23rd February.

Spring and Summer Courses and examinations in 1914 for Teachers' Certificates approved 23rd March.

Charles Maddocks appointed janitor at the Boys' Model School, Toronto. Approved 23rd March.

The following Regulations were approved 18th May: Circular 4B, Regulations and Courses for the Summer Model Schools; Instructions No. 5, Annual Departmental Examinations; Circular No. 30½, Instructions to Inspectors *re* Temporary, District, and Third Class Certificates; Circular No. 57, Junior High School Entrance Examinations; Circular No. 71, Schedule of Fees and allowances; Examination Circular No. 110, Announcement *re* the Carter Scholarships.

Syllabus of Regulations and Courses for the Normal Schools and Autumn Model Schools, as contained in Circulars 23 and 4 respectively, approved 5th June.

Circular No. 16, regarding the Faculties of Education, approved 25th June.

Syllabus of Courses and Regulations for Kindergarten-Primary certificates, Summer Courses and Examinations in 1914 for Teachers' certificates in Physical Culture, and Text Book Regulations for Public, Separate, Continuation and High Schools, and Collegiate Institutes, approved 29th July.

John William Forbes, B.A., appointed Mathematical Master and Gideon Alexander Miller, M.A., Science Master at the Ottawa Normal School. Approved 29th July.

Texts for Departmental Examinations, 1915, as contained in Circular 58, and the Syllabus of Regulations and Courses for the English-French Model Schools as contained in Circular 4½, approved 7th August.

Regulations, Courses of Study and Examinations of the High Schools and Collegiate Institutes, approved 9th October.

Regulations, Courses of Study and Examinations of the Public and Separate Schools, approved 23rd October.

Regulations regarding Industrial, Technical, and Art Schools, (Circular No. 17) and the Amended Text for Departmental Examinations (Circular 58), approved 31st October.

H. V. Pickering, M.A., Ph.D., appointed English Master at the Stratford Normal School. Approved 2nd December.

APPENDIX H

ONTARIO SCHOOL FOR THE DEAF

ANNUAL REPORT OF THE SUPERINTENDENT

BELLEVILLE, ONT., October 31st, 1914.

TO THE HONOURABLE R. A. PYNE, M.D., LL.D., M.P.P.,
Minister of Education for Ontario:

SIR,—I have the honour to submit herewith the Annual Report of the Ontario School for the Deaf for the year ending October 31st, 1914.

The Work of the Session

In regard to the great purpose for which our School exists—that of educating the deaf—the session of 1913-14 was marked by a step in advance so great as to constitute a new epoch in the annals of the School. Up to comparatively recent times the prevailing idea among the public generally, and even among many teachers, was that the mental capacity of the deaf was greatly limited; that it was quite impossible for them to read any but the simplest books, to acquire more than a very superficial and imperfect knowledge of the ordinary public school subjects, or to obtain any great facility and accuracy in the use of language. These views were, of course, utterly erroneous, as has been demonstrated in the best schools in other countries, and as we, also, have abundantly proven by the work of the past session, when, for the first time in the history of our School, a class of pupils completed the public school course and attained to High School standard. The work done by this class of eight girls is worthy of the highest commendation, and amply demonstrates the fact that the normal deaf are fully the equals of hearing children in intellectual capabilities. Not only did they pass the High School Entrance examination—two of them with honour standing—but, in addition, they took an extensive supplemental course in literature, in connection with which they each read thirty or more books. Besides all of this, they have had a pretty thorough training in dressmaking and in household science generally. It is, therefore, not too much to say that, while there are a great many public school pupils who may surpass these girls in some acquirements, yet there is probably not a class in any other public school in Ontario that has received as good an all round education and training. This session, by your kindly permission, these girls have returned to school and are now taking up a course of study identical, in most respects, with that prescribed in the first year High School curriculum.

The example set by this class is already producing good results. The pupils in the higher grades have been stirred to emulation and are asking for the privilege of taking up advanced work. We have now a class of eleven boys and one girl preparing for the High School Entrance examination, and others are looking

eagerly forward to the time when their turn shall come. A general spirit of ambition and a desire to excel has been aroused that will assuredly bear good fruit in future years.

I have dwelt especially upon the work done by the highest class, because of its outstanding character, and because it marks the attainment of a standard towards which we have been aiming for several years. This, however, does not imply any invidious comparison. Equally as good, as thorough, and as valuable work has been done in most of the classes, and the staff as a whole is animated by a desire to raise the School to the highest attainable standard of efficiency, and to promote in every possible way the welfare of our pupils.

The general health of the pupils has been excellent. There were no serious cases of illness, and very few minor complaints, and the physical condition of the great majority of the pupils is all that could be desired.

The Attendance

The number of pupils in attendance at the close of the financial year 1912-13 was two hundred and fifty-five, and on the 31st of October of this year it was two hundred and seventy-six, an increase of twenty-one. The average number of pupils present for 1912-13 was two hundred and thirty-eight, while that of 1913-14 was two hundred and sixty-two, showing an increase of twenty-four pupils. This is partly accounted for by the lengthening of the period of attendance, but more so by a better knowledge of the work of the School among the people of the Province, so that fewer deaf children are detained at home.

Some Distinguished Visitors

On June 2nd our School was honoured by a visit from Their Royal Highnesses, the Duke and Duchess of Connaught, and Princess Patricia. The distinguished guests, after the formal reception on the lawn, requested to see the pupils at work in the industrial department and they also inspected our new Girls' Residence. They all showed a warm interest in our work here and were graciously pleased to express their deep appreciation of all they had seen and heard.

The staff and pupils greatly appreciated the honour conferred upon them by the visit to the School of yourself and of Honourable W. H. Hearst, the Premier of the Province, on the occasion of the opening of the new residences. We one and all feel very deeply the obligation we are under to yourself and to the Government for the generous provision you are making for our comfort and welfare, the outstanding —though only one—evidence of which is the erection of the beautiful buildings to which I have alluded above. I can assure you that every boy and girl here feels deeply grateful for your great kindness, and for your warm personal interest in their welfare, and are endeavouring to take every possible advantage of the facilities you have so liberally provided for their education.

The Expenditure

The expenditure for the year just closed was $65,048.12, as compared with $60,232.44 for the previous year, an increase of $4,815.68. This is accounted for by the many little requirements consequent on moving into the new buildings; by the larger number of pupils in attendance and the resulting increase in the quantity of supplies consumed and in the number of teachers and attendants, and by the higher scale of salaries which is now being paid our officers and teachers. However, despite this aggregate increase, the per capita expenditure for the past year showed a slight decrease, being $248.27 as compared with $252.41 for the previous year.

The New Residences

Our new residences are now occupied by the pupils and are proving by use to be splendidly adapted to the purpose for which they were erected. The exterior appearance of the buildings is very attractive, the architectural design being chaste and harmonious with the surroundings, while the merely ornate has been avoided. The first consideration throughout has, of course, been the comfort and welfare of the pupils, and in providing for these nothing has been left undone that could be devised. The temperature of the various rooms is automatically regulated, and the ventilating system has been so constructed as to provide a constant and ample supply of fresh air, while preventing all drafts. The whole of the sanitary arrangements are as nearly perfect as it was possible to make them. The buildings are practically fire proof, but assurance is rendered doubly sure by a complete system of fire control, while the fire escapes and means of access thereto are such as to eliminate all danger of loss of life in the almost impossible event of a fire breaking out. Nor has the æsthetic side of children's nature been neglected. We have endeavoured to make the living apartments as attractive and homelike as possible, and to give the pupils such an environment as will tend to encourage habits of neatness and cleanliness and to develop in them the higher and better elements of their nature. It is not too much to say that for convenience, comfort, healthfulness and beautiful surroundings, these new residences compare favourably with those of any other residential school on the continent.

The removal of the pupils from the old dormitories to the new has made it possible for us to provide better class-room accommodation. Last session the chapel had to be utilized for two of the classes, while five classes were in Wood Hall and one was in the Trades Building. There is now room in the Main Building for several temporary class-rooms to be fitted up, which, while poorly adapted to this purpose, are yet better than the old ones and will enable us to accommodate all the classes in this building. Even with the best arrangements possible, however, we are still sadly deficient in this regard, and we hope that, as soon as the clouds lift and the finances of the Province will permit, the Main Building and the other old building will be remodelled so as to provide healthful, well equipped school-rooms and shops for all our pupils, without which it is impossible for us to attain to the best possible results.

In all departments of our work the past year has been a satisfactory one. The work done in the industrial department has been distinctly superior to that of former years, while the results of our farm operations have been all that could be reasonably expected.

I append hereto the reports of Dr. Boyce, the attending physician, and of Mr. H. J. Clarke, B.A., the presiding examiner for last session.

I have the honour to be,

Sir,

Your obedient servant,

C. B. COUGHLIN,
Superintendent.

PHYSICIAN'S REPORT

Belleville, Ont., October 31st, 1914.

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario:

Sir,—I have the honour of herewith presenting my report on the health of the pupils and others connected with the Ontario School for the Deaf for the year closing October 31st, 1914.

In the main the sickness we have had has been of a mild and trivial type, requiring a few days' absence from school.

The improved condition in sanitary affairs and dietetics of recent years has done much in lessening the average of digestive disorders ordinarily so prevalent among children, and particularly where living in communities such as residential schools. This condition we constantly endeavour to remedy by keeping in view the causes and being guided accordingly.

During the past year we have been fortunate in escaping any serious epidemic or diseases of an infectious nature. La grippe prevailed in January in an epidemic form but was very mild. Two cases only developed broncho-pneumonia, not severe, and recovered without any dangerous symptoms. A number of cases of skin diseases, some mildly infectious, prevailed, but were easily remedied, and only delayed from school a few days.

We have a small proportion of children every year whose health requires attention throughout the term. Some classed as feeble minded—this term used in a relative sense—by judicious handling are improved, made to acquire useful knowledge and become fair pupils.

Others from physical disability are impossible of restoration to perfect health. We endeavour to improve their condition and fit them for the continuation of school.

Malnutrition is not infrequent, but proper feeding and nutrient remedies soon work great improvement with this class.

Our new dormitories offer much better facilities for the development of robust health—a greater amount of individual air space, better ventilation and a splendid system of baths.

Although a difficult matter, we are endeavouring as much as possible to obtain and record the family history of the pupils, that we may be able to better improve those who have a congenital constitutional weakness.

Of individual cases we have had a number of gastro-intestinal disorders, rheumatism, middle ear disease, tubercular glands, bronchitis, anæmia and general debility, simple goitre, tonsilitis, abscess, croup, ear diseases and one case of erysipelas; minor injuries as wounds, bruises, sprains, burns and scalds, generally of little importance and quickly recovering.

Carious teeth among the children is common, and many have bad teeth on entering the school, a condition inimical to good health.

There has been very little sickness among the staff, only a few cases of la grippe and consequently little absence from school.

The present term began under very favourable conditions, the returning pupils presenting on the whole a healthy and intelligent appearance, and no real sickness has occurred.

I have the honour to be,
Sir,
Your obedient servant,
W. W. Boyce.

LITERARY EXAMINER'S REPORT

Belleville, Ontario, June 8th, 1914.

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario:

Sir,—I have completed my duties at the Ontario School for the Deaf, in accordance with your instructions, and I beg to submit my report for your consideration.

I spent five days at the school, visiting each and every class while the work of instruction was being carried on, and as far as time would permit, I followed the line of an inspection of an ordinary Public School.

Good work was seen in every class while in many classes work of a very high order was seen, for these teachers are experts in their line of work. Every year that it has been my privilege to inspect this school, I have been struck by the enormous amount of work successfully covered. This is particularly noticeable in the lower grades, when you consider the tremendous handicap under which this work of instructing the deaf is begun, for these children as a rule enter the class without a solitary word. They have ideas, but no words to express those ideas, and the number of words that they acquire and use at the end of a year or two is, to me, amazing.

The organization is as good as it is possible to have it with the present staff, but in several cases, perhaps in most cases, the classes are still too large for the best results. To the teacher in the Public School, who knows nothing of the peculiar difficulties of this work, the present classes here seem small, but when we consider that in the early stages particularly, and in all grades to a large extent, the instruction is individual, it will readily be seen that the classes are large. What we know as class-teaching cannot be followed to any considerable extent below the Senior Grades. It would materially assist in class organization if all pupils would enter at approximately the same age. This is a difficult point to control for many factors enter into the problem, but in my opinion there are several pupils here who entered too late in life for the best results.

The discipline here is, as far as my observations and inquiries go, a model for others to follow. In the seven years that I have acted in this capacity I have not seen a case requiring serious consideration. The members of the staff to whom I have spoken upon this matter report that they have very little trouble in this department of their work. I would not have you infer that these pupils lack the necessary vitality to make them troublesome. Quite the reverse. To see these children at play, is to see an average of health and vitality seldom excelled. This is demonstrated by their success on the athletic field, for they are justly proud of their foot-ball team of this year, which has practically defeated all comers. They are just ordinary boys and girls under good wholesome discipline.

In visiting the several classes I have been impressed by the general neatness of the pupils' work, and their anxiety to learn. This is noticeable in grades where in a hearing school you do not always find it. The standard of proficiency is satisfactory. Nature study seems to be a favourite in several classes. The greatest difficulty, as I have intimated in previous reports, is in the English subjects such as composition. Here the lack of language shows itself and is the great difficulty in the education of the deaf. In the grades that are able to read, this difficulty is being combated by courses in reading and considerable work has been done along this line, especially in the Upper Grades.

As I have reported before, I have been particularly interested in the Senior Manual Class which includes some very bright young ladies. I spent a whole day with this class, testing them with work of Junior High School Entrance standard in the various subjects of Group II, and I am quite satisfied that these girls are mentally as well developed as the ordinary pupil who enters the High School. In many ways they are more developed. Of course they cannot read orally, but they have read intelligently several English Classics, and are able to discuss what they have read. I am not prepared to say that the High School Entrance examination is the ideal for this school. It is quite possible that a modification of the Public School Course for Forms one to four might be better suited to the requirements of these pupils. I believe that this matter is now receiving careful study and attention, and I will not comment further at this time.

I cannot close this report without referring to the new dormitories that have been provided. They are all that anyone could desire, absolutely fire-proof, and beautifully finished. The officers and pupils may well be proud of their new accommodations.

In conclusion, I wish to thank Dr. Coughlin, the Officials and Staff for their kindness and attention while in the discharge of my official duties. I was given every opportunity to examine into the work that is being done, and every attention was given to my comfort while in the School. In my opinion the School is in capable hands in all departments.

I have the honour to be,

Sir,

Your obedient servant,

H. J. CLARKE,
Literary Examiner.

Officers of the School

C. B. Coughlin, M.D. ..... Superintendent.
J. W. Pearce ..... Bursar.
W. W. Boyce, M.D. ..... Physician.
Miss E. A. Willoughby ..... Matron.
Miss S. Cumming ..... Domestic Science Teacher and Assistant Matron.

Teachers

Manual	Oral
Miss G. Linn, Supervising Teacher, Manual Department.	W. J. Campbell, Supervising Teacher, Senior Oral Department.
D. R. Coleman, M.A.	Miss C. Ford, Supervising Teacher, Junior Oral Department.
J. C. Balis, B.A.	Geo. F. Stewart.
Mrs. J. C. Balis.	Miss S. Templeton.
Miss A. James.	H. L. Ingram.
Miss M. Bull.	Miss C. Haynes.
Miss N. Brown.	T. A. Pratt.
	Miss I. B. Palen.
	Miss P. Campbell.
	Miss B. Rierdon.
	Miss L. Deannard.
	Miss M. Evoy.
	Miss F. Cross.
	Miss M. Elliott.
	S. Nurse.

Domestic Science.....Miss S. Cumming.
Fancy Work.....Miss M. Bull.
Manual Training.....H. L. Ingram.

Miss I. McBride..... Clerk.
Miss C. Coombe.....Trained Nurse.
Miss M. Hitchcox.....Teacher of Sewing.
Wm. Nurse..... Storekeeper and Assistant Supervisor of Boys.
W. S. Minns.....Supervisor of Boys.
Chas. R. Ford.....Printer and Instructor in Printing.
A. Morrice..... Shoemaker and Instructor in Shoemaking.
J. Boyd.....Baker and Instructor in Baking.
M. W. Parks..... Carpenter and Instructor in Carpentering.
R. J. R. Shortill, B.S.A.....Farmer and Teacher of Agriculture.
C. J. Peppin.....Engineer.

Number of Pupils in Attendance each Official Year since the Opening of the School

			Male	Female	Total
From October 27th, 1870,	to September 30th,	1871.....	64	36	100
" " 1st, 1871,	"	1872.....	97	52	149
" " 1872,	"	1873	130	63	193
" " 1873,	"	1874.....	145	76	221
" " 1874,	"	1875.....	155	83	238
" " 1875,	"	1876.....	160	96	256
" " 1876,	"	1877...	167	104	271
" " 1877,	"	1878.....	166	111	277
" " 1878,	"	1879.....	164	105	269
" " 1879,	"	1880.....	162	119	281
" " 1880,	"	1881.....	164	132	296
" " 1881,	"	1882.....	165	138	303
" " 1882,	"	1883...	158	135	293
" " 1883,	"	1884.....	156	130	286
" " 1884,	"	1885.....	168	116	284
" " 1885,	"	1886.....	161	112	273
" " 1886,	"	1887.....	151	113	264
" " 1887,	"	1888.....	156	109	265
" " 1888,	"	1889.....	153	121	274
" " 1889,	"	1890.....	159	132	291
" " 1890,	"	1891.....	166	130	296
" " 1891,	"	1892.....	158	127	285
" " 1892,	"	1893.....	162	136	298
" " 1893,	"	1894.....	158	137	295
" " 1894,	"	1895.....	160	135	295
" " 1895,	"	1896....	173	137	310
" " 1896,	"	1897.....	164	128	292
" " 1897,	"	1898.....	167	138	305
" " 1898,	"	1899.....	161	132	293
" " 1899,	"	1900.....	152	130	282
" " 1900,	"	1901.....	157	143	300
" " 1901,	"	1902.....	147	141	288
" " 1902,	"	1903.....	140	143	283
" " 1903,	"	1904.....	137	134	271
" " 1904,	"	1905.....	130	138	268
" " 1905,	"	1906.....	116	143	259
" " 1906,	"	1907.....	126	145	271
" " 1907,	"	1908.....	133	143	276
" " 1908,	to October 31st,	1909..	130	151	281
" " 1909,	"	1910.....	143	149	292
" " 1910,	"	1911.....	138	143	281
" " 1911,	"	1912.....	135	126	261
" " 1912,	"	1913.....	139	129	268
" " 1913,	"	1914.....	152	144	296

List of Pupils in the Ontario School for the Deaf for the Year ending October 31st, 1914

County.	P.O. Address.
Algoma:	
Barker, Belle	Sault Ste. Marie.
Broad, Russell	Dunn's Valley.
Lauzon, Manesipe	Stobie Mine.
Matheson, Beatrice	Sault Ste. Marie.
Parr, Joseph	Sault Ste. Marie.
Alberta, Province of:	
Nouak, Nick	Calgary.
Talbot, Hartley	Calgary.
Addington:	
Hirons, George	Enterprise.
British Columbia, Province of:	
Moreland, Jack	Kelowna.
Brant:	
Laform, Lydia	New Credit.
Murzin, Sophie	Brantford.
McKenzie, Robert	Harley.
Stegmeir, May	Brantford.
Bruce:	
Atkinson, Gladys	Port Elgin.
Brown, John	Chesley.
Baker, John	Southampton.
Crowe, Robert	Dobbinton.
Clemens, Areeta	Port Elgin.
Damm, William	Walkerton.
Green, James	Chesley.
Keyes, May	Hepworth.
McKee, Carl	Pinkerton.
McKee, Maud	Pinkerton.
Rourke, Melville	Tara.
Ross, Lauredith	Teeswater.
Voisin, John	Formosa.
Carleton:	
Brigham, Thomas	Ottawa.
Blanchard, Victor	Cumming's Bridge
Dallaire, Romeo	Ottawa.
Dunn, John	Cumming's Bridge
Delinelle, Victor	Ottawa.
Delinelle, Lauretta	Ottawa.
Evoy, James	Carp.
Gauvreau, Telesphore	Ottawa.
Huband, Gerald	Ottawa.
Jones, Mabel	Billings' Bridge.
Levasseur, Philip	Ottawa.
Pallesteur, Louis	Ottawa.
Pommerville, Eva	Ottawa.
Savard, Paul	Cumming's Bridge
Servage, Milton	Ottawa.
Towns, Dora	Laurentian View.
Dundas:	
Beckett, Sam	Chesterville.
Ford, Clarice	Mountain.
Hoy, Gertie	Mountain.
Loper, Cyril	Morrisburg.
Dufferin:	
Bell, George	Riverview.
Hamilton, Enie	Shelburne.
Middleton, Helen	Conover.
Smith, Gordon	Riverview.
Elgin:	
Caves, Jessie	St. Thomas.
Gwalter, Harry	St. Thomas.
Gwalter, Fred	St. Thomas.
Hammond, Catherine	St. Thomas.
Henderson, Gilbert	St. Thomas.
Henderson, Gordon	St. Thomas.
Jagoe, Alberta	St. Thomas.
Paul, Edward	St. Thomas.
Essex:	
Bennie, James	Leamington.
Fairful, Maisie	Leamington.
Kerr, Avis	Elmstead.
Penprase, Alfred	Elmstead.
Payne, Eddie	Walkerville.
Swader, Earl	Windsor.
Walker, Achille	Windsor.
Watkins, Hazel	Windsor.
Frontenac:	
Gilmour, Maud	Kingston.
Grey:	
Brown, Thomas	Markdale.
Brown, Alma	Markdale.
Hopkins, Russell	Owen Sound.
Kinsman, Mary	Proton.
Wilson, Beulah	Markdale.
Wilson, Elsie	Markdale.
Haldimand:	
Buckley, Lawrence	Cheapside.
Duxbury, Oral	Cheapside.
Forrester, Asa	Dunnville.
Foster, Dorothy	Dunnville.
Rozell, William	Canboro.
Sherk, Clara	South Cayuga.
Halton:	
Kenney, Francis	Acton.
Hastings:	
Allore, Francis	Bogart.
Doughty, Mary	Eldorado.
Freeman, Gertie	Deseronto.
Hawes, Rosie	Deseronto.
Johnston, Mary	Belleville.
Jaynes, Perry	Marysville.
Jaynes, Wilfred	Marysville.
McAdam, Wesley	Marlbank.
Narrie, John	Marmora.
Ward, Albert	Stirling.
Waldron, Arthur	Trenton.

List of Pupils in the Ontario School for the Deaf.—Continued

County.	P.O. Address.
Huron:	
Balkwill, Clara	Exeter.
Colclough, Lorne	Holmesville.
Cole, Jean	Clinton.
Cole, Melvin	Clinton.
Doubledee, Lena	Wroxeter.
Laporte, Dennis	Zurich.
Montgomery, Elsie	Wingham.
Marshall, John	Hensall.
Marshall, Russell	Hensall.
Sours, Gladys	Clinton.
Steepe, Phoebe	Goderich.
Simmons, Luella	Gorrie.
Wiggins, Parkie	Dungannon.
Kent:	
Adkin, James	Bothwell.
Brewer, Blanche	Bothwell.
Christian, Gertrude	Wallaceburg.
Dubois, Madeline	Wallaceburg.
Meredith, Stella	Wabash.
Toll, Nova	Ridgetown.
Toulouse, John	Chatham.
Lambton:	
Chenney, Roy	Petrolia.
Jennings, Frank	Petrolia.
Johnston, Olive	Sarnia.
Jackson, Leone	Oil Springs.
Jackson, Myrel	Oil Springs.
Leckie, Elsie	Sarnia.
Leckie, Alice	Sarnia.
Leckie, Alma	Sarnia.
Mackie, John	Edy's Mills.
Squire, Edith	Wyoming.
Stewardson, Lawrence	Forest.
Thomas, Clara	Walpole Island.
Watson, Vern	Watford.
Wark, Jean	Wyoming.
Lanark:	
Hughes, Ernest	Carleton Place.
Jacklin, Myrtle	Rideau Ferry.
Leggett, Gordon	Perth.
McLaren, Mary	Smith's Falls.
McLaren, Rachel	Smith's Falls.
Rathwell, Charles	Perth.
Lincoln:	
Heaslip, Myrtle	Wellandport.
Leeds:	
Swayne, Robert	Athens.
Swayne, Patrick	Athens.
Middlesex:	
Garrett, Gladys	Granton.
Humphrey, Hazel	London.
Hodgins, Mary	London.
Hodgins, Sadie	London.
Hodgins, Albert	London.
McMurray, Mirton	Belton.
Steele, Annie	London.
Muskoka District:	
Johnston, Ella	Ziska.
Northumberland:	
Ball, Glen	Baltimore.
Ball, Lisgar	Baltimore.
Moore, Dorothy	Colborne.
Milligan, Aggie	Campbellford.
Shannon, Lenna	Brighton.
Nipissing District:	
Bealer, Frank	Copper Cliff.
Brown, Annie	Galston.
Dorschner, Charles	Mattawa.
Garrison, Archie	Rutter.
Legault, Clarida	Sturgeon Falls.
Legrandeur, Victor	St. Charles.
Martel, Joseph	Sudbury.
Rodhy, Theodore	North Bay.
Slotnik, Louis	Englehart.
Suddy, Fred	Sudbury.
Sinclair, Blanche	Sudbury.
Whalen, Loretta	New Liskeard.
Whalen, Mary	New Liskeard.
Norfolk:	
Davis, Florence	Simcoe.
Oxford:	
Abrey, Irene	Drumbo.
Allen, Winnie	Tillsonburg.
Groves, Russell	Ingersoll.
Isles, Hazel	Ingersoll.
McFarlane, Mona	Woodstock.
Youngs, Cyrus	Embro.
Youngs, Stanley	Embro.
Wagester, Walter	Tavistock.
Ontario:	
Benns, Charles	Claremont.
Lappin, Leo	Atherley.
Lott, Reata	Oshawa.
Maynard, John	Uxbridge.
Prince Edward:	
Harris, Mary	Picton.
Parry Sound District:	
Bagby, Florence	Katrine Station.
Blais, Gladys	Burk's Falls.
Patterson, Walter	Parry Sound.
Patterson, Lewis	Parry Sound.
Perth:	
Kaufman, Margaret	Palmerston.
Miller, William	Tavistock.
McIntyre, Ross	Fullarton.

List of Pupils in the Ontario School for the Deaf—Concluded

County.	P.O. Address.
Peel:	
Davey, John	Nortonville.
McVean, Archibald	Castlemore.
McLeish, Marjorie	Star.
Peterboro':	
Harper, Madeline	Peterboro'.
Meyett, Joseph	Peterboro'.
McBrien, Elwood	Peterboro'.
McMillan, Nellie	Havelock.
McMillan, Ena	Havelock.
Prescott and Russell:	
McDougall, Elsie	Grant.
McDougall, Peter	Grant.
Pregent, Leopold	Plantagenet Springs.
Quebec Province:	
Shaw, Eric	Montreal.
Renfrew:	
Derochie, Wallard	Arnprior.
Dallaire, Ambrose	Perrault.
Dick, Alton	Renfrew.
Gervais, Virginia	Camel Chute.
Hunter, George	Matawachan.
Hunter, Raymond	Matawachan.
Hunter, Clifford	Matawachan.
Schneider, Leonard	Pembroke.
Schneider, Albert	Pembroke.
Sleeth, Gordon	Douglas.
Teepel, Emma	Khartum.
Whyte, Eleanor	Arnprior.
Whyte, Belle	Arnprior.
Simcoe:	
Bowen, Roy	Cookstown.
Cheviette, David	Penetanguishene.
Godfrey, Mabel	Orillia.
Gallinger, Edith	Lisle.
Hall, Ewart	Midland.
Kelcey, Lillian	Barrie.
St. Amant, Herman	Penetanguishene.
Sloan, Harry	Churchill.
Vaillancourt, Joseph	Penetanguishene.
Watson, Edna	Orillia.
Wheat, Dorothy	Midland.
Stormont:	
Campbell, Mary	Avonmore.
Ingle, Agnes	Cornwall.
Thunder Bay District:	
Beaudin, Frank	Fort William.
Smith, Walter	Fort William.
Victoria:	
Coulter, Caliph	Kirkfield.
Evans, Christopher	Corson's Siding.
Patrick, Nellie	Lindsay.
Western, Florence	Little Britain.
Wellington:	
Carter, Elizabeth	Guelph.
Marshall, Jessie	Arthur.
McQueen, Mary	Arthur.
Wentworth:	
Allen, Muriel	Hamilton.
Batstone, Jesse	Hamilton.
Bayliss, Hector	Hamilton.
Pierce, Gordon	Hamilton.
Peel, Douglas	Bartonville.
Struble, Norman	Hamilton.
Tait, Harold	Hamilton.
Tait, William	Hamilton.
Webster, Elsie	Aldershot.
Welland:	
Caswell, Sylvia	Niagara Falls.
Farr, James	Marshville.
Waterloo:	
Denham, William	Preston.
Golds, Charles	Berlin.
Durrant, Evelyn	Breslau.
Klinkman, Mary	New Hamburg.
Kube. Laura	Waterloo.
Maule. Rona	Galt.
Martin, Absolam	Waterloo.
Strong, Luella	Breslau.
York:	
Angelchick, Lena	Toronto.
Buchan, Drusilla	Toronto.
Buchan, John	Toronto.
Buchan, Lucy	Toronto.
Baskerville, Silas	Toronto.
Brown, Walter	Toronto.
Baker, Roy	Toronto.
Casey, Lillian	Toronto.
Cornish, Douglas	Toronto.
Dolby, Martha	Toronto.
Dyson, John	Toronto.
Dickson, Violet	Toronto.
Davey, Charles	Toronto.
Davey, Norman	Toronto.
Egginton, Maud	Toronto.
Gerolamy, Marie	Toronto.
Goulding, Thomas	Toronto.
Hazlitt, Evelyn	Toronto.
Hazlitt, Dorothy	Toronto.
Hardy, Gladys	Toronto.
Kennedy, Muriel	Toronto.
Lawson, Gladys	Toronto.
Leeder, Flora	Toronto.
Laforte, Augustine	Toronto.
Marks, Jennie	Toronto.
Maiola, Lorenzo	Toronto.
McCann, Grace	Toronto.
McGovern, William	Toronto.
Month, Harry	Toronto.
Malinsky, Rosie	Toronto.

List of Pupils in the Ontario School for the Deaf—Continued

County.	P.O. Address.	County.	P.O. Address.
York—Continued.		*York*—Continued.	
Noakes, Oscar	Toronto.	Skarcovitz, Jack	Toronto.
Osborne, Iona	Sutton West.	Sole, Erna	Toronto.
Powell, Marion	Toronto.	Thomson, Anabel	Toronto.
Pattillo, Lenore	Toronto.	Tate, James	Toronto.
Peirce, Frank	Toronto.	Watson, Muriel	Toronto.
Pack, Sydney	Toronto.	Walker, Arthur	Toronto.
Patterson, William	Toronto.	Wilson, Charles	Toronto.
Robinson, Charles	Toronto.	Willmott, Charles	Toronto.
Smith, Mabel	Toronto.	Wraight, Lucy	Toronto.
Smith, Norma	Toronto.		

Cost per Pupil, School for the Deaf

Year ending October 31st

Heading of Expenditure	1912–13			1913–14		
	Total expenditure year ending October 31st, 1913	Yearly cost per pupil October 31st, 1913	Weekly cost per pupil October 31st, 1913	Total expenditure year ending October 31st, 1914	Yearly cost per pupil October 31st, 1914	Weekly cost per pupil October 31st, 1914
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical department	288 59	1 21	0 02	4,352 65	1 34	0 02⅔
Butcher's meat, etc	4,713 32	19 75	0 38	4,613 14	17 60	0 34
Flour, bread, etc	1,538 23	6 44	0 12	1,278 14	4 87	0 09
Butter and milk	4,465 36	18 71	0 36	3,934 50	15 01	0 29
General groceries	2,371 28	9 94	0 19	3,010 61	11 49	0 22
Fruit and vegetables	1,133 51	4 75	0 09	1,432 52	5 46	0 10
Bedding and clothing	543 86	2 27	0 04	664 18	2 53	0 05
Fuel	5,229 17	21 92	0 42	8,147 98	31 10	0 60
Light	976 92	4 09	0 07	983 85	3 74	0 07
Laundry, etc	770 72	3 23	0 06	946 80	3 69	0 06⅘
Books and apparatus	1,072 78	4 49	0 08	1,029 37	3 93	0 07
Printing, etc	807 90	3 38	0 06	682 40	2 60	0 05
Furniture, etc	692 75	2 90	0 05	673 25	2 57	0 05
Farm	905 52	3 79	0 07	897 66	3 42	0 06
Repairs, ordinary	886 85	3 71	0 07	797 93	3 04	0 06
Sewage	144 27	0 60	0 01	134 05	0 51	0 01
Water	900 00	3 77	0 07	900 00	3 43	0 07
Miscellaneous	1,011 96	4 24	0 08	854 47	3 26	0 07
Salaries and Wages	31,779 45	133 22	2 56	33,714 62	128 68	2 48
	60,232 44	252 41	4 80	65,048 12	248 27	4 77

Average number of pupils, 1912-13, 238.
Annual cost per pupil, 1912-13, $252.41.
Weekly cost per pupil, 1912-13, $4.80.

Average number of pupils, 1913-14, 262.
Annual cost per pupil, 1913-14, $248.27.
Weekly cost per pupil, 1913-14, $4.77.

Certified correct.

J. W. PEARCE,
Bursar.

NOTE.—Accounts amounting to $1,446.89 for supplies of fuel, etc., required for 1914–15, not properly belonging to expenses of 1913–14, are also charged. These if included would bring the per capita cost to $253.79.

APPENDIX I

REPORT OF THE LIBRARIAN OF THE DEPARTMENT

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—In submitting my Report for the year 1914 I beg to draw your attention to two instances of the growth of Library work. The first is in the number of books loaned. In 1913 we loaned 9,907, and in 1914, 15,930, an increase of 6,023. And the second is in the strides made in reference work. This branch of Library labour has been steadily expanding. With a view to testing the amount of time employed in this direction a record was kept for the last three months of 1913 with the following results: October, 279 references, November, 572, and December, 709. total, 1,560. For the corresponding months of 1914 the figures were 1,510, 1,285, and 1,675 respectively, total, 4,470, showing an increase during that period of 2,910 references. During the whole of 1914 there were 10,746 references. It is needless to add in this connection that the assistance given patrons of the Library in getting the information they require adds materially to the labour of the staff. Allow me to quote just one instance in support of this statement. On account of mistakes constantly made by patrons who themselves replaced books they had removed from the shelves thus rendering it most difficult to trace these books afterwards, it was found necessary to prohibit any person returning to the shelves the books he had removed. This rule, which we now insist upon, requires two members of the staff to devote one hour and a half each morning to replacing the books removed from the shelves the previous day. I am sure therefore, that this reference work, which the addition of the Reference Room to the Library accommodation has now made possible, is proving of incalculable value to the students in training as well as to the general public, and to make the Library still more useful in this and other respects three more rooms should be provided.

It is a pleasure to report that Educational Periodicals and Papers are being loaned to a greater extent than heretofore. During 1913 we loaned 726 as against 982 in 1914, an increase of 256. I would respectfully recommend that I be allowed to loan for say two weeks, Educational papers to the members of the teaching profession throughout the Province who care to apply for them, that is until they are bound, when it is not desirable to allow them to leave the Library. I feel that by a free circulation of many of the papers the teachers of Ontario would be kept in touch with the best thought of the brightest minds both in England and America on all the varied branches of education.

Respectfully submitted,

Henry R. Alley,

Librarian.

Department of Education Library,

Toronto, 13th January, 1915.

TABLE A

Number of Books Loaned, 1905-14.

Books given out in the month of—	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914
January	646	714	787	850	400	1,122	1,013	1,046	950	1,571
February	848	877	831	883	1,180	893	975	1,138	1,126	1,715
March	777	1,042	704	1,062	1,263	594	1,228	1,098	625	1,799
April	497	578	691	661	464	630	438	719	1,004	738
May	723	853	739	756	807	622	673	915	1,213	1,362
June	317	319	456	388	315	395	381	398	956	602
July	296	344	176	227	250	450	298	202	590	753
August	260	203	124	120	96	119	76	130	132	447
September	446	401	388	312	112	297	188	408	212	405
October	661	616	805	1,011	356	682	289	330	560	1,819
November	962	776	1,045	1,236	1,271	1,235	1,165	1,031	1,385	2,348
December	475	485	352	707	247	495	379	533	1,154	2,371
Totals	6,908	7,208	7,098	8,213	6,761	7,534	7,103	7,948	9,907	15,930

TABLE B

The Number of Books Purchased in 1914 was as follows:

General Works	22	Useful Arts	30
Philosophy	5	Fine Arts	56
Religion	2	Literature	133
Sociology	107	History	131
Philology	14		
Natural Science	24	Total	524

TABLE C

Table Showing Number of Books Donated to the Library During the Years 1907-1914

——	1907	1908	1909	1910	1911	1912	1913	1914
Text-Books	25	13	15	21	27	15	21	13
Miscellaneous	42	32	47	87	110	82	64	72
Totals	67	45	62	108	137	97	85	85

TABLE D

Newspapers and Magazines Received During the Years 1909-14

——	1909	1910	1911	1912	1913	1914
Number of daily and weekly newspapers received	92	94	96	96	96	96
Number of magazines and other periodicals received	109	110	132	131	132	137
Totals	201	204	228	227	228	233

TABLE E

Books, Magazines, etc., Bound During the Years 1902-1914

1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914
71	4	81	45	217	58	148	149	171	158	207	188	255

TABLE F

Number of Periodicals and Magazines Loaned in 1914

January 85	April 68	July 56	October 89
February 97	May 87	August 55	November 117
March 115	June 69	September 79	December 65
			Total 982

TABLE G

Shows the Reference Work for the Year 1914:

January 895	April 432	July 975	October 1,510
February 869	May 622	August 487	November 1,285
March 801	June 477	September 718	December 1,675
			Total 10,746

APPENDIX J

PROVINCIAL NORMAL AND MODEL SCHOOLS

I. Provincial Normal School, Hamilton

JANUARY, 1915

Staff

S. A. Morgan, B.A., D.Pæd	Principal: Science of Education.
F. F. Macpherson, B.A.	Master: English.
E. T. Seaton, B.A.	Master: Mathematics.
J. Voaden, M.A.	Master: Science.
Julien R. Seavey	Instructor: Art.
H. A. Stares, Mus. Bac.	Instructor: Music.
Oscar Main	Instructor: Writing.
Miss Clara E. Elliott	Instructor: Household Economics.
Sergt.-Maj. Jesse Skinner	Instructor: Physical Culture.
A. J. Painter	Instructor: Manual Training.

Students Admitted, Session 1914-15

Male	22
Female	152
Total	174

II. Provincial Normal School, London

JANUARY, 1915

Staff

S. J. Radcliffe, B.A.	Principal: English.
John Dearness, M.A.	Master: Science and School Management.
A. Stevenson, B.A.	Master: Science of Education.
E. T. White, B.A., B.Pæd	Master: Mathematics and History.
S. K. Davidson	Instructor: Art.
C. E. Percy	Instructor: Music.
J. W. Westervelt	Instructor: Writing.
Miss. A. B. Neville	Instructor: Household Economics.
Albert Slatter	Instructor: Physical Culture.
Sugden Pickles	Instructor: Manual Training.

Students Admitted, Session 1914-15

Male	22
Female	147
Total	169

III. Provincial Normal School, North Bay

JANUARY, 1915

Staff

A. C. Casselman	Principal: Science.
J. C. Norris, M.A.	Master: Mathematics.
J. B. McDougall, B.A.	Master: Science of Education.
C. Ramsay	Instructor: Art.
Herbert Wildgust, L.L.C.M.	Instructor: Music.
J. E. Chambers	Instructor: Manual Training.
Miss Charlotte E. Green	Instructor: Household Economics.

Students Admitted, Session 1914-15

Male	11
Female	56
Total	67

IV. Provincial Normal and Model Schools, Ottawa

JANUARY, 1915

1. Staff of Normal School

J. F. White, LL.D.	Principal : School Management and English.
W. J. Karr, B.A., B.Pæd.	Master : Psychology and English.
J. W. Forbes, B.A.	Master : Mathematics.
G. A. Miller, M.A.	Master : Science, Nature Study, Geography.
Roy F. Fleming	Instructor : Art.
T. A. Brown	Instructor : Music.
Dr. F. C. Anderson	Instructor : Writing.
C. Emery	Instructor : Physical Culture.
Miss Eliza Bolton	Instructor : Kindergarten Principles.
Miss A. E. Robertson	Instructor : Household Economics.
J. S. Harterre	Instructor : Manual Training.

Students Admitted, Session 1914-15

Male	15
Female	160
Total	175

2. Staff of Normal Model School, Ottawa

F. A. Jones, B.A	Headmaster, IV Form, Boys.
C. E. Mark, B.A.	III Form, Boys.
H. M. Leppard	II Form, Boys.
Miss A. Delaney	Pt. II, Boys and Girls.
E. Cluff, B.A.	I Form, Boys.
Miss M. E. Butterworth	First Female Assistant.
Miss A. G. Hanahoe	III Form, Girls.
Miss J. Foster	II Form, Girls.
Miss M. R. Elliott	I Form, Girls.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
Roy F. Fleming	Instructor : Art.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.
Miss A. E. Robertson	Instructor : Household Economics
J. S. Harterre	Instructor : Manual Training.
J. M. Fleury	Instructor : French.

Number of pupils, 1914	383
Number of Kindergarten pupils, 1914	55
Total	438

V. Provincial Normal School, Peterborough

JANUARY, 1915

Staff

Duncan Walker, B.A.	Principal : Mathematics.
Henry G. Park, B.A., D. Pæd	Master : Science of Education.
Samuel J. Keys, B.A., B. Pæd.	Master : English.
W. I. Chisholm, M.A.	Master : Science.
Earl E. Logan	Instructor : Writing.
A. F. Hagerman	Instructor : Manual Training.
Miss Jessie C. McRae	Instructor : Art.
Miss Edna Ferguson	Instructor : Household Economics.
Miss Marion R. Rannie	Instructor : Music and Physical Culture.

Students Admitted, Session 1914-15

Male	11
Female	113
Total	124

VI. Provincial Normal School, Stratford
JANUARY, 1915

Staff

S. Silcox, B.A., D.Pæd.....Principal: Science of Education and School Management.
J. D. Campbell, B.A.....Master: Mathematics and History.
J. W. Emery, B.A., B.Pæd.....Master: Science.
H. V. Pickering, M.A., Ph.D.....Master: English.
J. Bottomley, A.R.C.O.....Instructor: Music.
Sugden Pickles.....Instructor: Manual Training.
Miss E. M. Cottle.....Instructor: Calisthenics and Writing.
Mrs. Helen Mayberry.....Instructor: Art.
Miss A. Neville.....Instructor: Household Economics.

Students Admitted, Session 1914-15

Male	26
Female	150
Total	176

VII. Provincial Normal and Model Schools, Toronto
JANUARY, 1915

1. Staff of Normal School

Wm. Scott, B.A.....Principal: History of Education and School Management.
D. D. Moshier, B.A., B.Pæd.....Master: Psychology and English.
Wm. Prendergast, B.A., B.Pæd.....Master: Mathematics and English.
David Whyte, B.A.....Master: Science.
R. H. Walks, B.A.....Master: English.
A. T. Cringan, Mus. Bac.....Instructor: Music.
Jas. H. Wilkinson.....Instructor: Manual Training.
Miss A. Auta Powell.....Instructor: Art.
Miss Nina A. Ewing.....Instructor: Household Economics.
Miss Mary E. Macintyre.....Instructor: Kindergarten Principles.
Miss Ellen Cody.....Instructor: Kindergarten Assistant.
Mrs. Jean Somers.....Instructor: Calisthenics.
Mrs. Emma Macbeth.....Instructor: Needlework.
Lieut. E. H. Price, S. of M.....Instructor: Drill.
Mrs. M. W. Brown.....Instructor: Reading.
Thos. Watson.....Instructor: Writing and Bookkeeping.
Miss Miriam Thompson.....Pianist.

Students Admitted, Session 1914-15

Male	19	
Female	231	
		250
Kindergarten-Primary Students		25
Total		275

2. Staff of Normal Model School, Toronto

R. W. Murray, B.A.....Head Master.
Miss M. Meehan.....First Female Assistant.
Milton A. Sorsoleil, B.A.....First Male Assistant.
Miss May K. Caulfeild.....Assistant.
J. T. Mustard.....Assistant.
Miss A. F. Laven.....Assistant.
Francis M. McCordic.....Assistant.
Miss C. E. Kniseley.....Assistant.
Miss Isabella Richardson.....Assistant.
Miss Alice A. Harding.....Assistant.
Miss A. Auta Powell.....Instructor: Art.
A. T. Cringan, Mus. Bac.....Instructor: Music.
Miss Mary E. Macintyre.....Kindergarten Directress.
Miss Ellen Cody.....Kindergarten Assistant.
Mrs. Jean Somers.....Instructor: Calisthenics.
Mrs. Emma Macbeth.....Instructor: Needlework.
Lieut. E. H. Price, S. of M.....Instructor: Drill.
Mrs. G. de Lestard.....Instructor: French.
Jas. H. Wilkinson.....Instructor: Manual Training.
Miss Nina A. Ewing.....Instructor: Household Economics.
Miss Miriam Thompson.....Pianist.

Number of pupils in 1914	493
Number of Kindergarten pupils in 1914	47
Total	540

VIII. Summary of Attendance at the Normal Schools

Normal Schools	Male students	Female students	Total attendance
Hamilton	22	152	174
London	22	147	169
North Bay	11	56	67
Ottawa	15	160	175
Peterborough	11	113	124
Stratford	26	150	176
Toronto	19	231	250
Totals	126	1,009	1,135

Kindergarten students, Toronto..... 25

NOTE.—A Model School is also conducted in the North Bay Normal School building. See Appendix K below.

APPENDIX K

PROVINCIAL MODEL SCHOOLS, 1914

School	Principal	Students					
		Male	Female	Total attendance	Extra Mural Candidates	No. who passed for Lim. III Cl. certificates	No. who passed for District certificates
Chatham	J. W. Plewes	8	18	26	1	23	2
Clinton	C. D. Bouck	5	17	22	.....	22	.....
Cornwall	G. R. Theobald	14	28	42	1	40	2
Guelph	D. Young	6	21	27	1	26	.....
Hanover	J. A. Magee	10	28	38	3	33	5
Kingston	W. F. Inman	10	24	34	1	34	.....
Madoc	R. A. A. McConnell	2	11	13	1	12	.....
North Bay	A. C. Casselman	.....	13	13	.....	13	.....
Orillia	C. L. T. McKenzie	4	21	25	1	22	1
Renfrew	M. N. Armstrong	2	23	25	.....	24	1
Totals	.....	61	204	265	9	249	11

APPENDIX L

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1914

I. Public School Inspectors

Jordan, Alexander Austin, B.A.
MacDonald, Neil Smith, B.A.

II. High School Principals

Barnes, Charles L., B.A. (Classics.)
Bluett, Claude K., B.A.
Carpenter, Ida M., B.A.
Cloney, S. Louise, M.A. (Mods. & Hist.)
Dunnett, Alfred H., B.A.
Edward, Wesley G., B.A. (Commercial.)
Edwards, John J., B.A. (Fr. and Ger.)
Gilmour, Allan, B.A.
Henry, Elizabeth C., B.A. (Mods. & Hist.)
Haynes, Andrew C., B.A.
Hiscock, May B., B.A.
Hooper, Arthur G., M.A. (Classics.)
Hamilton, Robert S., M.A. (Science.)
Halnan, Lemen R., M.A. (Math.)
Iler, Helen A., B.A. (Math.)
James, George M., B.A.
Johnston, George L., B.A. (Art.)
Jamieson, Clinton E., B.A. (Com.)
Kelly, James W., B.A.
Manning, Henry G., B.A. (Eng. & Hist.)
Murdoch, William E., B.A. (Classics.)
Munro, Margaret K., B.A.
Milburn, Clement A., B.A. (Math.)
Macdonald, Emma M., B.A.
Morrison, William J., B.A.
McEachern, John G., B.A.
McEachran, Mary, B.A.
Oakley, Muriel G., M.A. (Eng. & Hist.)
O'Grady, John L., B.A.
Payne, Pearl, B.A.
Pentland, George E., M.A. (Math.)
Robertson, Edna V. E., M.A. (Mods. and Hist.)
Robinson, John B., B.A. (Eng. & Hist.)
Smith, A. Frederick, B.A.
Tuke, William H., B.A.
Wightman, Stanley, B.A.
Wood, Frank H., B.A. (Math.)
Winnett, Violet E., B.A.
Wilkinson, James E., B.A. (Com.)

III. High School Assistants and Specialists

Adams, Florence J., B.A. (Math. and Physics.)
Allin, Richard P., M.A. (Science.)
Avery, Eleanor.
Burns, Olive M., B.A.
Bocking, William R., M.A. (Math. and Physics.)
Bottoms, Emma M. (Commercial.)
Belcher, Nora T., B.A. (Classics.)
Bell, Helen Y., B.A. (Science.)
Barber, Etta L.
Barr, Lydia A., B.A. (Mods. & Hist.)
Barr, Mrs. Iverea E. P.
Brimicombe, Bessie M.
Brill, Minnie L. (Commercial.)
Brown, William B., B.A.
Bartlett, Cora. (Commercial.)
Blacklock, Jessie C.
Bell, John A.
Bowers, Annie M., B.A. (Mods. & Hist.)
Baker, Pearl.
Clark, Mary.
Chapman, Hattie.
Code, Ethel M., M.A. (Fr. and Ger.)
Campbell, Mabel.
Connor, Carl Y., B.A.
Campbell, Minnie M. (Commercial.)
Caldwell, Alexander, B.A.
Dalrymple, Isabel M., B.A. (Fr. & Ger.)
Dafoe, Helen I., B.A. (Mods. and Hist.)
Dickens, Violet I., B.A.
Davison, Jean M., B.A.
Durnin, Edward W., B.A.
Davidson, Mildred P., B.A.
Eby, Emma L.
Elliott, Adrienne S., B.A. (Science).
Fair, Loretto C., B.A. (Math. & Physics.)
Fraser, Lilian B. (Commercial.)
Fleming, Jean H.
Ford, Katrina P.
Ferguson, Muriel B.
Fraser, Lulu B.
Fitch, Martha A., B.A. (Mathematics.)
Giles, Annie E. (Art.)
Good, Ethel I.
Guilfoyle, Annie.
Hartford, Leo.
Harris, L. Morwenna.
Hulse, Clara.
Hicks, Frederick M.
Hicks, Thomas J., B.A.
Humphries, Wilhelmina M.
Hewitt, Cora E., B.A. (Mods. and Hist.)
Iveson, Sadie E., B.A.
Ingham, Bruce E., B.A. (Eng. & Hist., Mods. & Hist.)

III. High School Assistants and Specialists—Con.

James, George M., B.A.
Johnston, Helena E.
Jewitt, Oliver V., B.A. (Maths. and Physics.)
Kells, Emma M., B.A. (Mods. & Hist.)
Kerfoot, Richard R.
Kerr, Mrs. Winnabel E., B.A.
Keeling, Wilford L.
Lewis, Nora, B.A. (Classics.)
Lutman, Margaret E.
Lauder, Beatrice G., M.A.
Miller, Cora, M.A. (Math. and Com.)
Mahon, Nellie L.
Muir, Jessie, M.A. (French and German.)
Montgomery, Mayme I., B.A.
Martin, Helen J., B.A.
Mackenzie, Elizabeth S.
MacKenzie, Eva F. (Art.)
Mitchell, Isabella C.
Menhennick, Ada M., B.A.
MacGregor, Jeanette E. (Commercial.)
McLeod, Florence A., B.A.
McGibbon, Hazel M.
MacIntyre, Sada.
McQuarrie, Ernest C., B.A.
Nesbitt, Mabel E.
Ney, Louisa E.
Norrish, Vera, B.A.,
Neelands, Lucy G.
Oates, Thomas W.
O'Neill, Albert E., B.A. (Eng. & Hist.)
Pratt, Anna G., B.A. (Mods. & Hist.)
Powell, Muriel E., B.A.
Pugsley, Bessie M., B.A. (Classics.)
Patterson, Ethel H., B.A. (Mods. & Hist.)
Rose, Maude L.
Robertson, Mary D., B.A.
Ranson, Eva M.
Rochat, Paul, M.A. (Fr. & Ger. only.)
Richardson, Julia I.
Russell, James W.
Reynolds, Mabel L., B.A.
Richardson, Ada E., B.A.
Scott, Rena C.
Smith, Clayton R. (Art.)
Stone, Mary A.
Schmietendorf, Herbert.
Scott, Ethel O., B.A. (Fr. and Ger.)
Scott, Jessie M.
Smith, Annie A.
Stone, Mary A. (Commercial.)
Strang, Jessie M.
Small, Eva M., B.A.,
Shook, Muriel A.
Thompson, Jennie D.
Tatham, Mary B.
Taylor, William B., B.A. (Classics.)
Taylor, May M., B.A.
Whyte, Marion I., B.A. (Mods. & Hist.)
White, Herbert T., M.A. (Science.)
Walker, Helen C., B.A.
White, Mabel R.
Willson, Harriet B., B.A.
Whitton, Frederick A., B.A. (Fr. & Ger.)
Watson, Mary I., B.A. (Science.)
Wilson, Elizabeth A. R. V.
Wyman, E. May.
Wallen, Elizabeth J.
Young, Clara.

IV. Permanent First Class Certificates

Alford, Elizabeth G.
Anderson, Kate F.
Anderson, Franklin A. D.
Atkinson, Frances H.
Barlow, Helen.
Brennan, John B.
Brownlee, Eva M.
Boulding, Charles R.
Bowland, Florence M.
Bennett, May V.
Bell, Alice M.
Banks, Hilda D.
Cunningham, Elizabeth.
Cole, Edith E. B.
Cavanagh, Theresa P.
Collins, James.
Crawforth, Alma W.
Clinkscale, Clara E.
Cox, Mabel C.
Cornforth, Helen.
Cavell, E. Ernest.
Dawson, Edith C.
Daniher, Ernest L.
Donnelly, Teresa G.
Dixon, Nora G.
Dickson, Marion C.
Davidson, Reta M.
Ettinger, John G.
Easson, Ida B.
Eaton, Ethel C.
Fleming, Leeta M.
Forester, Edith.
Fraser, Christine M.
Foster, Irene F.
Fraser, Caroline M. C.
Foote, Muriel I. M.
Fessenden, Dorothy.
Griffin, Elizabeth H. (Sister St. Dorothy).
Gauley, Robert J. P.
Gray, Joseph E.
Good, Caroline B.
Govenlock, Thomas E.
Goldring, Cecil C.
Grieve, William P.
Hewson, Jessie R. B.
Hodgson, Ernest A.
Holmes, Margaret.
Hamilton, Ella L.
Hallett, Isabella O.
Hall, Robert K.
Harris, Vivian A.
Hart, Luther S.
Hocking, William J.
Hume, William E.
Hill, Inez A.
Inglehart, Mary R.
Jones, Marie M.
Kemp, Daniel S.
Kerr, Martin.
Kelly, Anna G.
Knowles, Anna V.
Little, Evelyn M.
Lee, William J.
Leacock, Ella M. M.
Lang, Ruby B.
Lamb, Florence M.
Moore, Mary G.
Maher, Margaret (Sister M. Aurelia).
Maxwell, Thomas P.
Myers, Willis F.
Matthews, Frances (Sr. Miriam).
Millard, Lena.
Mott, Oliver M.
Murch, Norman L.
Maltby, Annie A.
Mitchell, Robert.
Midgley, Harriet A.
Macklin, Garnet E.

IV. Permanent First Class Certificates—Con.

McGuire, Sarah (Sister St. Geraldine).
MacGregor, Joan.
MacKechan, Peter.
McCoig, Mary A.
McDowell, Jane.
MacGregor, Jessie D.
McWilliams, Walter A.
McKee, William C.
McGurn, Mary A.
McWhorter, Thomas A.
Nash, Mary V.
Nash, Ruby C.
O'Meara, Edna (Sr. Mary Edna).
O'Meara, Celestine (Sr. M. Victorine).
Peterson, Helen B.
Ross, Marion A.
Senn, Edith M.
Street, Myra I. (Sister M. Loyola).
Stephenson, Hazel.
Simpson, John M.
Summerby, Frederika.
Shannon, Norma E.
Strathdee, Mary.
Stewart, James H.
Smith, Donald G.
Sheppard, Harold N.
Stephens, Annie G.
Stewart, Ethel L.
Thomas, Neil J.
Tugman, Agnes.
Tench, William H.
Thompson, James C.
Thompson, Howard E.
Troy, Gertrude.
Thompson, Marjorie E.
Thompson, Grace J.
Tamblyn, William J. W.
Van der Water, Vera K.
White, Nora K.
Watt, Ethel L.
Ward, Elmer W.
Watson, Margaret E.
Wilker, Milton J.
White, Margaret E.
Wright, Ruby E.
Yorke, Charles G.
Yeo, Emily M. L.
Zimmerman, Zoe.

V. Permanent Second Class Certificates

Anderson, Ella.
Allen, Marguerite C.
Armstrong, Wilbert F.
Adams, Mabel.
Armstrong, Margaret J.
Asselstine, Grace A.
Adams, Amy.
Anderson, Isabelle.
Armstrong, Lilian V.
Allan, Helen B.
Affleck, Bessie S.
Ackford, Mabel G.
Atmore, Ethel M.
Ackert, Mary.
Auckland, Florence.
Arthur, Mary E.
Atthill, Flora E.
Anderson, Olive L.
Atkins, Violet M.
Ashton, Pearl R.
Amos, Annie.
Boyer, Pearl E.
Birdsall, Frances.
Brown, Edna P.
Beamer, Lloyd H.
Barber, Mary A.
Bondy, Claire M.
Briody, Annie M.
Buchanan, Jessie J.
Burke, William E.
Baker, Virginia V.
Baldrey, Florence.
Bolton, Mary E.
Brennan, Florence M.
Brennan, Mary L.
Blair, Lilly B.
Burke, Ethel M.
Bingle, Thomas.
Bailey, Helena.
Baker, Edith E.
Brown, Louana B.
Black, Lemuel D.
Beamer, Sarah A.
Ballard, Emily.
Brown, Ethel.
Bennett, Enid M.
Bragg, Margaret E.
Burt, Annette M.
Bridgeman, Norma E.
Brogden, Roy C.
Bristol, Helen B.
Beatty, Robinson.
Baker, John W.
Burrows, Bessie.
Bedford, Nellie.
Blakeston, Alma L.
Baker, Irene L.
Beard. Myrtle A.
Bénétau, Amedie.
Bowen, Ernest O.
Bowie, Minnie R.
Billings, Edna D.
Blain, Lena.
Berry, Georgina.
Baldock, Mary C.
Brison, Vena M.
Barkley, Ida H.
Bremner, Alma.
Barnby, Alex. E.
Burke, Alma M.
Bray, Catherine M.
Bryden, Lydia A. M.
Batterman, Augusta.
Burkholder, Margueretta.
Buckstein, Rachel L.
Boyle, Evelyn A.
Calder, Margaret I.
Campbell, Gordon A.
Cram, Hilda.
Chrysler, James G.
Clegg, Sarah J. I.
Curran, Leonne E.
Clarke, Katie J.
Chamney, Myrtle A.
Coon, Marion G.
Cooper, Bertha L.
Crozier, Jean E.
Cavanagh, Nellie G.
Clegg, Orillia H.
Coon, Sydney F.
Crandon, Wilfred G.
Clarke, Lulu B.
Cooper, Dora H.
Cassidy, Mary R.
Carey, May F. A.
Clifford, Clara M.
Culp, E. Blanche.
Coleman, Myrtle F.
Coulthard, Margaret D.
Campbell, Mary E.
Coulter, John O.
Corman, Hazel A.
Calder, Jean H.
Campbell, Florence M.
Carless, Annie B.
Currie, Violet L.
Caskey, Zetta L.
Crossley, Leila M.
Clark, Bessie A.
Cullon, Marguerite P.
Chalmers, Janet M.
Casey, Rilda M.
Campbell, Ernest B.
Carty, Margaret J.
Cully, Mary C.
Craig, Florence B.
Cordingly, Eva J.
Campbell, Donald D.
Corman, Nora K.
Currie, Janet F.
Campbell, Aleena J.
Campbell, Myrtle.
Connors, Lizzie M.
Cray, Marguerite E. V.
Campbell, Georgie M.
Cameron, Frances M.
Caverhill, Agnes M.
Creech, Henrietta L.
Carson, Zita I.
Campbell, Kate V.
Cunningham, Winnifred E.
Davis, Ellen M. (Sr. M. Noberta.)
Dyment, Ila P.
Dayfoot, Dorothy R.

V. Permanent Second Class Certificates—Con.

Doyle, Margaret L.
Darragh, Emma A.
Dillon, Loretta A.
Dungey, Margaret A.
Draper, Thomas W.
Dainard, Talmage G.
Davidson, Hattie.
Davies, Lillian M.
Davis, Edna R.
Dinniwell, Jane H.
Downey, Mary H.
Dickson, Frank.
Dell, Jonathan G.
Dopp, Anna.
Doyle, Olive.
Davis, Alice M.
Dougall, Beatrice.
Doyle, Annie M.
DeGrow, Lilian B.
Driver, Edith A.
Duffin, Elizabeth A.
Dietrich, Joseph A.
Desmond, Myrtle I.
Donaldson, Annie E.
Dewart, John A.
Daley, Katherine.
Dillon, Minnie H.
Edwards, Henry W.
Ellison, Maud E.
Essery, Annie B.
Edgar, Margaret.
English, Adelaide N.
Elliott, John S.
Elder, Mabel G.
Ellis, Ruby.
Elliott, H. Earl.
Forrest, Alice J.
Fetterley, Mrs. Ethel.
Frederick, Clement I .
Flett, Olive M.
Ford, Florence L.
Forsyth, Eunice A.
Fortune, Edith E.
Ferguson, Harold.
Freeman, Edna A.
Freeman, Olive M.
Fusee, Eva L.
Flynn, Mary K.
Finlay, Adrienne V.
Fenn, Mary E.
Feely, Sadie A.
Fraser, Jessie D.
Flewellyn, Minnie T.
Fahey, Caroline O.
Ferguson, Beatrice E.
Finlayson, Annie.
Ferguson, Helen M.
Flatt, Ethel O. B.
Grant, Beulah J.
Goodwillie, Charles A.
Gray, Winifred A.
Gardiner, Winnifred H.
George, Mina J.
Gibson, Helen M.
Garrioch, Robt. M.
Gilbert, Clara.
Galvin, Margaret E.
Grace, Mary R.
Guest, Beulah M.
Gibson, Robert A.
Gillrie, Valda J.
Grassie, William E.
Gilliyn, Nellie J.
Green, Annie G.
Graves, Mrs. William.
Gallinger, Ethel M.
Gibson, Edward L.
Groat, Jessie K.
Graham, Myrtle E.
Garlough, Earl.
Garlough, Lawrence.
Grant, Edith H.
Gillespie, Catherine.
Groh, Almeda L.
Grieve, Helen A.
Grady, Elizabeth.
Gough, Fred R.
Good, Ina L.
Galbraith, Mary D.
Gibb, Grace.
Gray, Vera M.
Gwatkin, Gladys.
Gamble, Marie L.
Howie, Ruth F.
Hattin, Emily M.
Hamilton, Florence E.
Hutton, Jean I.
Heyland, Miriam.
Hosking, Ila.
Howe, Margaret M.
Hurlburt, Mabel M.
Harper, Greta B.
Harrigan, Mabel C .
Harvey, Anna E.
Holdaway, Augusta L.
Hortop, Kenneth C.
Hislop, Hannah M. E.
Held, Frieda P.
Henry, Edna.
Howden, Annie M.
Hawkins, W. Gladys.
Herlehy, Ethel L.
Honor, Ethel M.
Holdroyd, Norman H.
Hough, Margaret E.
Hoar, Olga M.
Hunter, Clara H.
Hughson, Ruth C.
Hunter, Sarah A.
Hayman, Annie E.
Hotson, Vera M.
Harman, Bertha.
Halpin, Maisie.
Hamilton, Herman.
Hampton, Gladys M.
Harlow, Alma.
Hamilton, Julia M.
Howse, Stella.
Holmes, Millicent O.
Hazen, C. Stewart.
Hewitt, Gladys M.
Houston, Edna L.
Holdsworth, John A.
Huff, Pearl M.
Handy, Bessie I.
Hartnett, Edna M.
Hogan, Agnes E.
Haines, Ada L.
Hueston, Adella V.
Hill, Ida E. A. M.
Haig, Mary T.
Howard, Mabel O.
Ivory, Maie E.
Irwin, Hannah M.
Imlay, Florence M.
Jackson, Lillie A.
Joyce, Mary A.
Johns, Isabella M.
Jewett, Mildred L.
Jackson, Ainsley Q.
Jones, Grace A.
Jackson, Hazel F.
Jarvis, Rachel.
Jewhurst, Marie C.
Johns, Ethel M.
Jamieson,' Marion I.
Jordan, Elizabeth R.
Johnston, Mary A.
Kenny, Elizabeth J.
Kehoe, Mary.
King, Gertrude.
Kennedy, Kate.
Kennedy, Ada B.
Kontze, Georgina.
Keys, Mayme J.
Kriter, Lillie M.
Kennedy, Gretta.
Kerr, Mary.
Kerruish, T. Maxwell.
Kennedy, Gertrude (Sr. Gertrude, Sacred Heart).
Killen, Margaret M.
Kilgallin, Mary.
Kimberley, Louise.
Keeler, Margaret P.
Kelly, William J.
Knill, Evelyn A.
Lee, Mrs. Dora M.
Leadlay, Mabel D.
Love, Ida L.
Lynch, Marcella J.
Lamont, Mary L.
Lane, Marjorie K.
Lamont, Mayme A.
Long, Mildred G.
Leach, Mary E. V.
Lynett, Julia (Sr. M. John Baptist).
Lukes, John H.
Leeson, Rhoda W.
Limin, Ina W.
Laidlaw, Margaret H.
Lane, Flora J.
Leggott, Ethel M.
Learoyd, Alma M.
Litfin, Rose.
Lawson, Elsie J.
Lucas, Viola.

V. Permanent Second Class Certificates—Con.

LePain, Stella K.
Lillico, Marjorie M.
Langdon, Ada L.
Lochart, John A.
Lammiman, Aleda I.
Lehman, Velma V.
Lett, Cecil E.
Lamb, Bertha M.
Lindsay, Eleanor M.
Leitch, Donald J.
Lancaster, Edna P.
Louch, Verna P.
Lucas, Lila L.
Landsberg, Ray.
Lewis, Grace E.
Leuty, Henry D.
Lalone, Elizabeth.
Locke, Evelyn M.
Liston, Clara C.
Mellow, Jessie C.
Morgan, Amanda M.
Mulholland, Lulu.
Marshall, Julia M.
Martin, Bertha B.
Moran, Helena J. (Sr. M. Nazareth).
Moore, Isabelle.
Moore, Laura C.
Mallinson, Caroline O.
Mathewson, Annie F.
Mathewson, Gertrude.
Munro, Florence B.
Murphy, Bonnie.
Murphy, Laura M.
Monteith, Ethel.
Macintyre, Hilda V.
Marsh, Marjorie S.
Menzies, Kate V.
Maguire, Wilfred L.
Morrison, Cecil E.
May, Annie F.
Martin, Myrtle C.
Mott, Annie C.
Mastin, Gertrude.
Mowat, Bessie.
Mahon, Joseph A.
Mountford Edna.
Merritt, Roland H.
Marjerrison, Muriel B.
Mallough, Jean G.
Malone, Florence M.
Mitchell, Christina.
Moore, Bessie E.
Meacham, Jean A.
Marchand, Ida M.
Mowat, Elizabeth J.
Muterer, Jessie I.
Millar, Ethel M.
May, Mildred H.
Mutton, Lillian E.
Meston, Hester M.
Morton, Florence L.
Marwick, Maud.
McClenahan, Harriet H.
McCauley, Mary M.
McIntyre, Peter.
McEachern, Elsie V.
McGirr, Agnes M.
McGillivray, Myrtle J.
McIntosh, Jean.
MacGregor, Florence I.
MacMillan, Angus G.
McAdam, Jennie P.
McDougall, Margaret J.
McIntosh, Beatrice.
McLean, Mary I.
MacDonnell, Mary H.
McCulloch, Jessie A.
McDowell, Wilfred C.
McGirr, Annie E.
McQueen, Estelle.
McNevin, Rose I.
McCroban, Louise.
McLachlan, Lorne S.
McLeod, Julia E.
McFarlane, Ella B.
MacMillan, Anna E.
McLachlin, Estella M.
McCorkell, Millie.
McKillop, Lillias.
McRae, Margaret I.
McLeod, Stella I.
McGillis, Isabel A.
McDonald, Nellie R.
McKee, Elizabeth B.
McGill, Ella M.
MacVicar, Lillie M.
McIver, May.
McGuire, Sarah E. (Sister St. Austin).
McDonnell, Ella M.
MacLachlan, Mary I.
McEwen, Evelyn.
McPherson, Alma J.
McGill, M. Margaret.
McMurray, Bessie I.
McMahon, Claire.
McCann, Pearl.
McQueen, Mary M.
McInnis, May V.
McCallum, Hilda G.
MacDonald, David G.
McInroy, Samuel E.
MacGregor, Mary.
McLeod, Annie.
McClellan, Sadie I.
McCullough, Gertrude E.
McSorley, Mary F.
Noble, William G.
Nolan, Nancy N.
Nash, Nellie J.
Nichols, Samuel J. G.
Nickell, Colena R.
Newman, Elizabeth E.
Northwood, Elizabeth.
Nelligan, Elizabeth M. (Sr. M. Bonaventure).
Newton, Rhea G.
Neff, William A.
O'Connor, Alice A. (Sr. M. Catherine).
Ouelette, Marie E. (Sr. M. Eugenia).
O Brien, Hazel A.
O'Reilly, Anna (Sister St. Thomas Aquinas).
Oliver, Bertha B.
Owens, Margaret.
Oliphant, Florence W.
Overbaugh, Hazel M.
Patterson, Annie I.
Pentland, Laura E.
Parker, Evelyn M.
Penfold, Mary R.
Pickard, Olive W.
Preston, Margaret M.
Potter, Mary M.
Parkhill, George E.
Peacock, Hazel F.
Phillips, Henrietta A.
Pratt, Helen M.
Perdue, Marguerite.
Price, Florence J.
Patton, Eva H.
Patterson, Ruby E.
Pipher, Lewis R.
Pratt, Muriel L.
Podger, Grace (Sr. Mt. Carmel).
Prestein, Irene E.
Quackenbush, Irene.
Quinn, Treva E.
Riddle, Marjorie S.
Read, Wilhelmina B.
Rowntree, Clara B.
Reid, Nellie.
Richardson, Pearl A.
Robertson, Jennie F.
Rea, Bertha M.
Reid, Janie I.
Robinson, Lulu E.
Robinson, Mrs. Marion.
Richardson, Muriel H.
Robertson, Elma.
Robb, Grace L.
Richer, Fernande P. D.
Redburn, Ettie I.
Rutherford, Mrs. Mary.
Rollins, Ida M.
Richardson, Isabelle B.
Risdill, Myrtle E.
Ross, Florence C.
Reid, A. Hazel.
Ramm, Mabel.
Rowe, Alice M.
Reid, Nancy L.
Ramage, Alice E.
Rothwell, Florence B.
Rehder, Mrs. Ila E.
Ralph, Evelyn.
Stirling, Olive W.
Silver, Mary A.
Sharpe, Edna M.
Salsbury, Nina O.
Smith, Maud R.
Spackman, Cora E.
Stubbs, Alice J. A.

V. Permanent Second Class Certificates—Con.

Sabourin, Albina (Sr. M. of Crucifix).
Shillington, Laura M.
Smith, Edna L.
Schieck, Lela E.
Speers, Florence E.
Short, Gertie.
Shoup, John M.
Semmens, Jennie G.
Sweeney, Erma E.
Smith, Loretta A.
Strath, Jean M.
Sarles, Roy M.
Schmidt, Mrs. Pearl L.
Stansell, Norman R.
Smith, M. May.
Scott, Hazel.
Stirling, Edna B.
Smith, Cora E.
Stephens, Carrie M.
Smart, Queenie.
Sheppard, Eva A.
Steed, Helen.
Smith, Ethel B.
Sippel, Aletta I.
Sparling, Isabel L.
Stoakley, Minnie A.
Scott, Jean M.
Sifton, Vera.
Smyth, Emma D.
Smith, Hattie M.
Shaw, Violet A.
Stoddart, Margaret A.
Smith, Margaret M.
Smith, Ruby V.
Sullivan, Margaret.
Smale, Adorthea A.
Sprague, Jennie G.
Stewart, Lillian P.
Smith, Barbara A.
Spence, Frances M.
Smith, Sadie E.
Smillie, Leonard A.
Stewart, Laura M.
Sinclair, Nora B.
Stortz, Ella.
Sharp, Isabel G.
Thomas, Cyril C.
Thompson, Mary C.
Trudell, Mabel.
Tucker, Annie G.
Terryberry, Hyle.
Thompson, Ethel.
Turner, Christina M.
Thompson, Charlotte A.
Tillson, Bessie M.
Teahean, Retta.
Thompson, Florella E.
Thompson, Rebecca.
Thomson, Florence A.
Tompkins, Ethel M.
Thompson, Elizabeth S.
Trusler, Gladys.
Townsend, Ethel.
Thomson, Bessie L.
Thompson, Fred. H.
Tarves, Roy R.
Taylor, Russell.
Teeter, Mabel C.
Tocher, Devena M.
Taylor, Margaret M.
Train, Clara M.
Toogood, Wilfred A.
Thomson, Agnes M.
Thurston, Neita E.
Taylor, Sadie L.
Tennant, Mary E.
Urquhart, Katherine.
Vipond, Gladys.
Van Nest, Greta M.
Ward, Alice M.
Walsh, Lizzie Sr. M. Fidelis).
White, Ina.
Wicks, Alice V.
Williams, Mina M.
Weetman, Sarah A.
Wagar, Mary E.
Whelan, Alice (Sr. M. Loyola).
Whelan, Teresa (Sr. M. Martina).
Whiting, Lilian B.
Whitley, Effie E.
Woods, Myrtle S.
Wanless, Lily M.
Whelan, Julia G.
Willoughby, Tillie.
Westcott, Winnifred M.
Wells, Annie.
Wilkins, Etta A.
Wiley, Della M.
Waterman, Helen.
Wells, Grace A.
Walker, William J. G.
Willis, Mabel C.
Walker, Lulu A.
West, Dorothy.
White, Edith G.
Whiteman, Alice M.
Weaver, Amy J.
Whitelock, Annie M.
Walker, Hugh W.
Wheatley, Margaret E.
Wilson, Georgie E.
Watson, May.
Workman, Viola P.
Whiteside, Lida M.
Wood, Mary L.
Watson, Stanley A.
Ward, Gladys A. E.
Wyman, Ruth.
Wilson, Marion L.
Wainman, Mary B.
Worden, Vida A.
White, Martha G.
Ward, Marguerite E. A.
Warner, Margaret E.
Wilson, Nancy I. E.
Wyckoff, Cora L.
Welsh, Mary A.
Warren, M. Marguerite.
Yates, Rubena K.
Young, John P.

VI. Kindergarten Directors' Certificates

Cook, Mrs. Bessie S.
Cook, Laura O.
Farrell, Edith C.
Findlay, Mabel G.
Marr, Winnifred M.
Matthews, Constance M.
McClenaghan, Gladys M.
McGillivray, Kate I.
Ormiston, Jessie M.
Smith, Effa L.
Stewart, Vera.
Thornton, Beatrice E.
Wanless, Edna.
Wilson, Ruth.

VII. Household Science Certificate

Permanent Ordinary

Noecker, Eloise.

VIII. Professional Certificates, 1914

—	No. of Candidates	Extra Mural Candidates	High School Interim Certificates	Provincial First Class Certificates	Interim First Class Certificates	Permanent Second Class Certificates	Interim Second Class Certificates	Limited Third class valid for 5 years	District Certificates valid for one or two years	Extended District Certificates (Academic Course)	Total number of Certificates
Faculties of Education	309	62	*224	43	189	.....	5	....	.....	.....	461
Normal Schools	1175	123	....	....	....	139	948	129	.....	.....	1,216
Model Schools	256	9	....	....	....	.....	....	249	11	.....	260
English-French Model Schools	42	....	....	....	....	.....	....	42	.....	.....	42
Summer Model Schools	366	....	....	....	....	.....	....	58	160	93	311
Certificates issued on *pro tanto* standing	....	....	....	....	....	.....	13	60	.....	.....	73
Interim High School Certificates issued on reaching 21 years of age	....	....	†131	....	....	.....	....	....	.....	.....	131
Permanent Third Class Certificates	....	....	....	....	....	.....	....	....	.....	.....	3
Interim Certificates made permanent	....	....	....	83	....	507	....	....	.....	.....	590
Total number of newly certificated teachers	....	....	355	43	189	139	966	538	171	.....	2,401

* Of these 127 were also granted I Class Certificates.
† These previously held Interim I Class Certificates.

Kindergarten Certificates

Number of Directors..... 14
Number of Assistants..... 19

Elementary, Agriculture and Horticulture

Number of Certificates issued 62

Manual Training

Number of Interim Ordinary Certificates issued..... 7
Number of Interim Specialist " " 3

Household Science

Number of Permanent Ordinary Certificates issued 1
Number of Interim " " " 11

Summary of Certificates issued on the results of the examinations taken at the close of the Spring and Summer Sessions

Elementary Household Science (Interim) .. 19
Elementary Agriculture and Horticulture (Interim 21) 46
Intermediate Agriculture and Horticulture 12
Elementary Art (Interim)..... 106
Supervisors in Art (Interim) 9
Specialists in Art (Interim) 7
Elementary Vocal Music (Interim) 21
Supervisors in Vocal Music (Interim) 13
Elementary Manual Training (Interim) .. 3
Elementary Physical Culture (Interim) .. 79
Supervisors in Physical Culture (Interim). 63
Specialists in Physical Culture (Interim).. 53

In addition to the above, one Elementary Commercial and twenty-four Elementary Art Certificates were granted under the provisions of Regulation 8 (1), page 19 of the High School Regulations; also twenty-four Interim certificates in Elementary Physical Culture on *pro anto* standing.

IX. Temporary Certificates issued in 1914

Inspectorate	Number during 1st half year	Number during 2nd half year
Brant	.....	.....
Bruce, E	7	22
Bruce, W	1	1
Carleton, E	11	11
Carleton, W	26	19
Dufferin	2	1
Dundas	2	.....
Elgin, E	.....	.....
Elgin, W	.....	.....
Essex	5	1
Essex, N. (in part only)	.....	.....
Frontenac, S	29	16
Frontenac, N	45	56
Glengarry	7	11
Grey, E	4	7
Grey, W	5	2
Grey, S	3	.....
Haldimand	.....	.....
Halton	.....	1
Hamilton, City	1	.....
Hastings, Centre	7	10
Hastings, S	9	8
Hastings, N	.....	25
Huron, E	3	4
Huron, W	.....	.....
Kent, E	.....	.....
Kent, W	2	1
Lambton, E. (No. 2)	.....	.....
Lambton, West (No 1)	5	1
Lanark, W	34	34
Leeds and Grenville, No. 1	21	13
Leeds and Grenville, No. 2	13	12
Leeds and Grenville, No. 3	11	10
Lennox	29	22
Lincoln and Pelham Tp	.....	.....
Middlesex, E	.....	.....
Middlesex, W	.....	.....
Norfolk	3	.....
Northumberland & Durham.		
West, No. 1	11	4
Centre, No. 2	10	1
East, No. 3	18	11
Ontario, N	7	1
Ontario, S	6	3
Ottawa, City	.....	1
Oxford, N	.....	.....
Oxford, S	2	.....
Peel	3	2
Perth, N	2	.....
Perth, S	.....	.....
Peterboro', E	14	5
Peterboro', W. & Victoria, E	9	5
Prescott and Russell	27	28
Prince Edward	11	4
Renfrew, N	12	21
Renfrew, S	14	11
Simcoe, N	3	2
Simcoe, S	11	4
Simcoe, E	5	3
Stormont	6	1
Victoria, W	10	6
Waterloo, N (No. 1)	.....	3
Waterloo, S. (No. 2)	3	2
Welland	8	.....
Wellington, N	1	4
Wellington, S	1	3
Wentworth	2	.....
Windsor, City	2	.....
York, N	.....	.....
York, S	.....	.....
District Divisions:		
No. I	22	14
No. II	26	17
No. III	10	10
No. IV	16	12
No. V	23	13
No. VI	12	15
No. VII	33	27
No. VIII	18	38
No. IX	41	10
No. X	21	7
No. XI	5	8
English-French Divisions:		
No. I	.....	.....
No. II	10	13
R.C. Separate Sch. Divisions:		
No. I	9	16
No. II	.....	2
No. III	3	6
No. IV	23	19
No. V	18	.....
Totals	773	640

APPENDIX M

HIGH AND PUBLIC SCHOOL CADET CORPS, 1914

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Alexandria High School	83	83	Good.	Creditable showing	50
Almonte High School	44	44	Good	Very good corps	50
Arnprior High School	49	45	Fair	New but very promising corps.	50
Arthur High School	33	30	Fair to very good	Efficient	
Athens High School	58	51	Good	New, but very promising corps.	50
Barrie Collegiate Institute	101	96	Fair to good.	Interrupted in drill owing to alterations in school.	50
Belleville High School	116	116	Very good...	A first-class corps	
Belleville Public Schools (3 corps)	245	241	Fair to very good.	Improving each year	*150
Brantford Collegiate Institute	81	81	Efficient	Exceptionally smart and efficient.	50
Brantford Public Schools (5 corps)	400	386	Efficient	Efficient and smart	250
Bridgeburg Public School	45	40	Efficient	Smart and keen	50
Brockville Collegiate Institute	42	42	Very good...	Very efficient, well disciplined.	50
Campbellford High School	63	56	Good.	Well drilled and enthusiastic.	50
Chatham Collegiate Institute	76	68	Very good...	Efficient	50
Chatham Central Public School	83	77	Fair to very good.	Efficient	
Chesley High School	39	38	Fair to very good.	Efficient	
Clinton Collegiate Institute	63	63	Fair to good	Efficient	50
Cobourg Collegiate Institute	83	83	Very good...	Well drilled, splendid appearance.	50
Collingwood Collegiate Institute	63	62	Good	Efficient; good physique and well developed.	50
Cornwall High School	66	48	Good	A fair corps	50
Dunnville High School	43	43	Efficient	Well up in drill	50
Dundas Public School	50	50	Efficient	Smart corps, keen and capable instructor.	50
Essex High School	59	50	Fair to very good.	Efficient	50
Fergus High School	40	32	Fair to very good.	Efficient	50
Fort William Collegiate Institute	73	65	Fair to good	Well drilled	50
Galt Collegiate Institute	102	100	Fair to very good.	Efficient	50

* Not yet paid, January, 1915.

HIGH AND PUBLIC SCHOOL CADET CORPS, 1914—Continued

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Gananoque High Schools	39	36	Fair to very good.	Handicapped for want of qualified instructor.	
Goderich Collegiate Institute	57	55	Fair to very good.	Efficient	50
Guelph Collegiate Institute	67	50	Fair to very good.	Efficient	50
Guelph Public Schools (2 corps)	104	81	Fair to good.	Efficient	*100
Haileybury High School	49	49	Efficient	Good corps, with keen instructor.	50
Hamilton Collegiate Institute	113	92	Efficient	A very good corps	50
Hamilton Public Schools (15 corps)	401	401	Efficient	Excellent corps, very high standing of drill.	750
Hamilton Cathedral Sep. School	45	45	Efficient	Efficient and well uniformed.	*50
Kemptville High School	33	20	Fair	Promises to become a very good corps.	50
Kenora Public School	61	61	Indifferent to fair.	Indifferent, instructor away sick.	
Kingston Collegiate Institute	83	54	Good	A new and promising corps	50
Kingston Public Schools (3 corps)	122	116	Good	Very promising corps	*150
Kingston Separate School	69	67	Good	A first class corps, well disciplined.	*50
Lindsay Collegiate Institute	137	128	Very good	One of the best	50
London Collegiate Institute	93	81	Good	Efficient	50
Madoc High School	32	26	Good.	Proficient in drill	
Meaford High School	51	51	Efficient	Splendid and smart corps	50
Metcalfe Continuation School	54	49	Fair	Fair showing	*50
Midland Public Schools	75	51	Fair to good.	Efficient	*50
Millbrook Public School	59	59	Fair	Improving slowly	*50
Mitchell High School	42	36	Fair to good	Improving slowly	
Morrisburg Collegiate Institute	37	37	Very good	Very efficient	50
Mount Forest High School	49	47	Fair to very good.	Efficient	50
Napanee Collegiate Institute	64	50	Very good	Reorganized in 1912; making rapid progress.	50
Newcastle High School	44	38	Good	First class showing	
Niagara Falls Collegiate Institute	55	53	Efficient	Efficient corps	50
Niagara Falls Public School	95	95	Efficient	Capable and interested	50
North Bay Collegiate Institute	59	55	Fair to good.	Good company for a new one.	50

* Not yet paid, January, 1915.

HIGH AND PUBLIC SCHOOL CADET CORPS, 1914—Continued

Name of School	Strength of Corps	Number present at time of inspection.	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Norwood High School	35	30	Fair to good.	A very good corps considering there is no regular instructor.	50
Orangeville High School	69	63	Efficient	Smart and excellent corps	50
Orangeville Public School	73	60	Efficient	Very smart and efficient.	50
Orillia Collegiate Institute	121	121	Efficient	Good	50
Ottawa Collegiate Institute	95	90	Good	A very efficient corps	50
Ottawa Public Schools (7 corps)	345	345	Good	Well up with their work.	*350
Owen Sound Collegiate Institute	75	73	Efficient	Very smart and efficient corps.	50
Paris Public School	61	60	Efficient	Very smart corps	*50
Perth Collegiate Institute	35	35	Good	A splendid looking corps, but lacking in enthusiasm.	50
Peterborough Collegiate Institute	137	124	Very good	Well drilled and disciplined.	50
Picton Collegiate Institute	61	61	Good	One of the best drilled	50
Port Arthur Collegiate Institute	47	47	Fair to very good.	No grounds for drilling.	50
Port Hope High School	111	81	Very good.	Well drilled and disciplined.	50
Port Perry High School	46	46	Efficient	A fairly smart corps	50
Prescott High School	35	35	Good	Well trained and enthusiastic.	50
Renfrew Collegiate Institute	76	76	Very good.	Well trained and disciplined.	50
St. Catharines Collegiate Institute.	82	80	Efficient	Smart and efficient corps.	50
St. Catharines Central Public School	220	220	Effic ent.	Newly organized, keen and interested.	50
St. Thomas Collegiate Institute	74	56	Fair to very good.	Efficient	50
St. Thomas, Myrtle Street Public School.	59	51	Fair to very good.	Efficient	50
Sarnia Collegiate Institute	65	63	Fair to very good.	Efficient	.....
Sault Ste. Marie Public Schools (3 corps)	125	106	Fair to go od	Efficient	150
Seaforth Collegiate Institute	60	47	Fair to very good.	Efficient	50
Simcoe High School	60	50	Efficient	Fairly smart corps	50
Smith's Falls Collegiate Institute	93	93	Good	First class in every particular.	50
Stirling High School	38	38	Good	Very much improved	50
Stratford Collegiate Institute	179	158	Fair to very good.	Efficient	50

* Not yet paid, January, 1915

HIGH AND PUBLIC SCHOOL CADET CORPS, 1914.—Concluded

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exereises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Strathroy Collegiate Institute.....	46	45	Fair to very good.	Efficient	50
Tilbury Continuation School	42	32	Fair to good.	Efficient	*50
Toronto:					
Harbord Collegiate Institute...	137	130	Good to very good.	Efficient	50
Jarvis Collegiate Institute.....	67	55	Good to very good.	Efficient	50
Parkdale Collegiate Institute..	71	70	Good to very good.	Efficient.....	50
Public Schools (39 corps).....	504	463	Good to very good.	Reflects great credit on instructors.	1950
Separate Schools (2 corps)	287	253	Good to very good.	Both efficient.....	100
Trenton High School.....	38	31	Good.....	One of the best.....	50
Uxbridge High School.....	43	43	Efficient	Well trained and smart corps.	50
Vankleek Hill Collegiate Institute..	54	50	Fair.....	Splendid appearance but room for improvement in drill.	50
Walkerton High School.....	35	34	Fair to good.	Efficient	50
Whitby High School	41	41	Good	Efficient.....	50
Wiarton High School.....	40	40	Fair to good.	Efficient	.....
Williamstown High School	42	42	Good.....	Remarkably efficient....	50
Windsor Collegiate Institute.....	137	133	Fair to very good.	Efficient.....	50
Winona Pub. Sch. (No. 1 Saltfleet)..	40	40	Efficient....	Fairly smart corps	50
Woodstock Collegiate Institute.....	40	36	Fair to very good.	Efficient.....	50
Total, 168 corps.....	8,530	7,920			

* Not yet paid, January, 1915.

APPENDIX N

SUPERANNUATED TEACHERS

* Allowances Granted during 1914

Register Number	Name	Age	Post Office	Years of Service	Allowance
					$ c.
1232	Brown, Arthur	73	Morrisburgh	44	308 00
1233	Osborne, W. J.	65	Beaverton	36	252 00
1234	Terry, Robert Irwin	62	Sharon	31	214 00
1235	Marriott, Geo. Wm.	69	Sarnia	19½	117 00
1236	Byfield, Edward	65	27 Chester Av., Tor.	34	236 00
1237	Doan, Robert Willson	74	216 Carlton St., "	56½	395 50
1238	Hendry, Wm. J.	68	91 Hazelton Av., "	45½	318 50
1239	Hicks, Robert Wm.	66	59 Wilson Av., "	41	284 50
1240	McMillan, Alex.	67	11 Wightman Av., "	45½	317 00
1241	Narraway, John Wesley	74	62 Pearson Av., "	49	343 00
1242	Stevens, Edward Abel	65	94 Cowan Av., "	41	284 50
1243	Parker, Thomas	65	188 Browning Av., "	38	266 00
1244	Hendry, Andrew	67	163 Cowan Av., "	46½	325 50
1245	Gripton, Charles McPherson	60	St. Catharines	11½	80 50
1246	Martin, Robert Thomas	67	Toronto	29	199 50
1247	Harper, Philip Henry	60	220 Seaton St., Tor.	37	256 00
1248	†Forster, Benjamin	63	Elora	35½	245 50

Summary for Years 1882-1914

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1902	407	64,244 92	1,073 50	722 78
1907	375	63,018 55	766 00	764 54
1912	297	‡52,696 90	‡504 65	‡443 01
1913	288	‡52,768 62	‡659 15	‡703 74
1914	283	‡52,045 24	‡785 00	‡402 47

Five teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1914.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† Payment commences January, 1915.

‡ For fiscal year ending 31st October.

APPENDIX O

REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

I. MANUAL TRAINING CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
OTTAWA								
1 Slater Street School	C. Medcalf.	$1,500 to $2,000 by $100	158	Junior IV to Commercial.	1½ to 2 hours	All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated.	Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Mr. C. Medcalf acts as supervisor, being allowed 5 half days per week for this purpose.
2 Wellington Street School			61					
3 Elgin Street School	W. G. Myrick.	$1,175 to $1,400 by $75 annually.	218					
4 Glashan School	R. S. Holmes.		115					
5 First Avenue School	H. S. Winchester		113					
6 Creighton Street School	A. Crowson		65					The elementary work in the lower grades is well organized, being taken by the Kindergarten teachers in the afternoons under the direction of the Supervisor.
7 Cambridge Street School	J. J. Carter		134					
8 Percy Street School			78					
9 Osgoode Street School			130					
10 Manual Arts School			56					
11 Rosemount Avenue School			96					
12 Mutchmore Street School			128					
13 Model School	J.S.Harterre		230	All grades.	¾ to 1 hour.	2 rooms, elementary and advanced.	Cardboard work, clay modelling, and woodwork.	
TORONTO								
14 Wellesley School	C. T. Yeo.	$1,200 to $1,800 by $100 annually.	212	Junior IV Senior IV	1½ to 2¼ hours.	Elementary woodwork is provided for in a room of the ordinary class room type, the newer rooms being specially fitted.	Each centre is equipped with 20 benches and the ordinary wood working tools. Two centres are equipped for ornamental metal work.	The work is carried on at present without any supervisor.
15 Lansdowne School	A.J.Rostance		277					
16 George Street School	J. Slaughter.		269					
17 Queen Alexandra School	W.Flummerfelt.		269					
18 Manning Avenue	T. T. Carpenter.		260					Evening classes are held in Queen Alexandra, Lansdowne, Dewson Street, Technical, George St. and Manning Avenue Schools.
19 Dewson Street School	E. Slaughter		296					
20 Parkdale School	J. C. Hamilton.		217					
21 Kimberley School	E. Beattie.		288					
22 Annette Street School	O. Close.		261					
23 Kent School	E. Faw.		203					
24 Technical High School	J. H. Cunningham.		205					
25 Brown School	H. J. Baker.		200	I, II	2 hours.			
26 Oakwood High School	J.N. Shorthill		254					
27 Riverdale High School			246					Opened Jan. 1915.

28 Perth Avenue	S. W. Davidson.		200					
29 Normal Model School	J. H. Wilkinson.	$1,600	100		1½ hours			
30 Kingston Public Schools	A. Hatch.	$1,400	196	III, IV	1½ to 2 hrs.	A basement room	Bench work,	The elementary work is taken by the Manual Training teacher every afternoon in the public schools.
31 Brantford Public School	A. Styles.	$1,000	290	S. IV, J. IV	1½ hours	Separate building.	Wood work and wood turning.	Voluntary class Saturday mornings in mechanical drawing.
32 Brantford Coll. Institute	J. A. Mutter.	$1,350	40	I, II	2½ hours	Separate shops provided for bench work, forging, turning and drawing.	20 benches, 4 wood turning lathes, 1 engine lathe, band saw, 8 forges, motors, etc.	The work is carried on in special rooms provided in the Collegiate Institute
33 Brockville Public Schools	G. E. Cox,	$1,200	205	III, IV	2 hours	Separate building.	27 benches, 1 wood turning lathe.	No Manual Training in Collegiate Institute.
34 Stratford Coll. Institute	J. Tench.	$1,200	245	J. IV to Form III Public and Separate.	1½ and 2 hrs.	Separate building.	Woodshop, forge and machine shop and store room.	
35 Stratford Normal School	S. Pickles.	$1,600	Normal Students.		1 hour	Two rooms.	Cardboard work and wood work.	
36 Woodstock Coll. Institute	J. S. Mercer.	$1,550	190	J. IV to Form III	2 hours 2⅔ hours	Separate building	Bench work, wood turning, forging, machine shop, beaten metal, mechanical drawing.	The Commercial, Second and Third forms take metal work. A new building has been erected during the past year. This is the best building yet erected for the purpose.
37 Guelph Public Schools	J. T. Power.	$1,350	305	J. III to Com.	1½ to 2 hrs.	47 ft. x 24½ ft. x 13 ft.	7 vices and 1 forge in addition to ordinary wood work.	No Manual Training in the Collegiate Institute.

I. MANUAL TRAINING CENTRES—Continued

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
38 Guelph Machinery Hall...	This offers courses of one academic year for persons wishing to become teachers of Manual Training.							
39 Guelph Consolidated School		$200	47	J. III, J. IV	2½ hours	25 ft. x 33 ft. x 11½ ft.	20 benches with tools.	Manual Training suitable for rural districts.
40 Berlin Collegiate Institute	D. W. Houston.	$1,700	207	J. IV. S. IV ; I II, III	1½ to 2⅛ hrs.	Wood shop, forge shop, machine shop.	Benches, wood-turning lathes, drawing tables, forges, drill, band saw, grinder.	
41 Hamilton Technical and Art School.....	Fred. Taylor J. H. Thomas J. A. Gee.	$1,400 $1,200 $1,000	136 103 132	Forms I, II of the Collegiate Institute and Form IV of Public Schools	1½ hours	4 separate shops	Wood working and wood turning, forging, machine shop practice and mechanical drawing.	This accommodation is provided in the Technical School for Collegiate Institute and Public School pupils.
42 Wentworth Street School, Hamilton.....	W. L. Carson	$1,100	278	J. IV to Com.	1½ and 2 hrs.	2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in.	20 benches and usual equipment.	
43 Caroline Street, Hamilton.	A. E. Wilcox.	$1,200	273	J. IV to Com.	1½ and 2 hrs.	22 ft. x 30 ft. x 14 ft.	20 benches and usual tool equipment.	
44 Normal School, Hamilton.	A. J. Painter.	$1,400	136	J. IV to Com.	1½ and 2 hrs,	Two Rooms.	20 benches and usual tool equipment.	In addition to Normal students.
45 King George, Hamilton ...	F. Bowers ..	$1,100	217	J. IV to Com.	1½ to 2 hrs.	Class Room.	20 benches and usual equipment.	
46 Collegiate Inst., London ..	G. A. Andrus	$1,600	200	II	1⅞ hours.	39 ft. x 26 ft. x 15 ft.	30 benches and usual tool equipment.	
47 Normal School, London ...	S. Pickles.	$1,600	92	IV	1½ hours	Two rooms.	20 benches with usual tool equipment.	In addition to Normal students.

48 St. George's, London	O. R. Pengelley	$1,200	147	IV	2 hours	30ft. x 30 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
49 Lorne Avenue. London.	J. B. Pengelley	$1,200	114	IV	2 hours.	31ft. x 23 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
50 Aberdeen Avenue, London.	W. A. Adams	$1,500	143	IV	2 hours.	Ordinary class room.	" "	
51 Queen Alexandra. London.			62	IV	2 hours.	" "	" "	
52 Chesley Avenue, London...								
53 Ingersoll Collegiate Inst..	F. Tanton.	$1,200	196	J. IV to F. II	2 hours.	A separate building.	20 benches, forge, lathes.	5 classes, one each afternoon.
54 Cornwall Public School...	D. N. Cornell.	$850	95	J. III, IV	2 hours.	Basement.	20 benches and tools.	
55 St. Thomas	J. Thompson	$1.000	291	S. III to I	1½ and 2 hrs.	18 ft. x 90 ft.	20 benches with tools.	
56 Galt Collegiate Institute..	F. E. Braucht.	$1,500	227	IV, F. I II III	1½ to 2 hours.	47 ft. x 26 ft. x 10 ft.	20 benches and tools.	Band saws, lathes and planer have been added to the equipment.
57 Owen Sound Collegiate Institute	W. S. Mann .	$1,200	202	IV, F III	1½ to 2 hours	35 ft. x 10½ ft. x 24 ft.	Bench work wood turning	
58 Rittenhouse School	This is a rural school, the basement of which is fitted as a Manual Training room with 6 double benches and the necessary tools.							
59 Collingwood	J. Sayers	$1,200	210	IV, J. Form I	1½ to 2 hours	A room in the Public Library is used are held two nights a week.		Evening classes
60 Normal, North Bay	A. Chambers	$1,300	Accommodation and equipment as in other Normal Schools.					
61 Peterborough Normal Sch.	A. F. Hagerman	$1,200	Accommodation and equipment as in other Normal Schools.					
62 Peterborough Public Sch..			130	III J IV I Coll I	.....	Two class rooms.	20 benches, with usual tool equipment.	
63 Port Arthur	F. G. Phelan	$1,575	142	IV, F. I II	2 hours.	Two rooms.	20 benches.	
64 Sault Ste. Marie	T. J. Later,	$1,300	129	IV, F. I II III	2 hours.	Wood shop, forge shop, drawing room.	26 benches, lathes, forges, etc.	
65 Smith's Falls	W. F. Ferguson	$1,600	127	IV, P S I, H S	1½ to 2 hours	Basement room.	Ordinary wood-work equipment.	

I. MANUAL TRAINING CENTRES—Concluded.

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
66 Douglas Ave, Windsor.....	J. C. Price	$1,200	232	S 3 to H F.	1½ hours	Basement rooms.	Ordinary wood-work equipment	Windsor, Walkerville and Amherstburg are worked by two teachers who work 4 days in Windsor and one day in each of the other places.
67 Assumption St., Windsor...	I. Clubine.	$1,400	188	S 3 to H F.	1½ hours	" "	" "	
68 Public School, Walkerville.			60	IV	1½ hours	" "	" "	
69 " " Paris	A. Styles		40	IV	1½ hours	" "	" "	
70 " " Amherstburg	J. C. Price		40	IV, I	1½ hours	" "	" "	
71 " " Orangeville.	Recently opened.							
72 Fort William.....	C. M. DeGroat	$1,500	226	S 3 to F. II	2 hours		" "	
73 Chatham.....	R. R. Hartrey	$1,200	136	IV, I II	2 hours		" "	
74 Essex.....	Closed for various reasons.							
75 Alvinston.....								
76 Renfrew.....								

II. HOUSEHOLD SCIENCE CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
1 Model School, Ottawa.....	A. E. Robertson	$1,060	149	All	½ to 1½ hrs,	36 ft x 36ft x 14 ft 18 ft x 18 ft x 14 ft	Cookery. Needlework.	A separate dining-room with service is furnished.
2 Applied Arts Sch., Ottawa	G. Boggs G. Calhoun	$600 $1,200		8	1½ hrs.		Cookery. Needlework.	Sewing machines are provided in needle-work equipment.
3 First Avenue.....	Lily M. Ross. Ada M. Davis Helen Plewes	$1,000 $600 $600	808		1½ hrs.			In addition to the teachers named a number of kinder-garten teachers take sewing in the lower grades under the Supervisor of Household Science.
4 Manual Arts School.....								School lunches are served from two centres.

	TORONTO								
5	Queen Alexandra School	L. E. Snell.	$850	278	IV	1½ to 2 hrs.	27 ft x 36 ft x 14 ft	All rooms are equipped alike with accommodation for 24 girls at one time taking cookery.	The Work is carried on at present without any supervisor.
6	Dewson Street "	MissGraham	$800	326	"	"	40 ft x 40 ft x 14 ft		
7	King Edward "	Mary Foote,	$1,100	293	"	"	36 ft x 24 ft x 13 ft		
8	Wellesley "	D. C. Raynor	$1,000	190	"	"	36 ft x 20 ft x 13 ft		
9	Winchester "	G. E. Williamson	$1,050	320	"	"	36 ft x 24 ft x 13 ft		
10	Parkdale "	Gert. Dobson		280	"	"	36 ft x 24 ft x 13 ft		
11	Kent "	Kathleen Vaughan	$750	300	"	"	School kitchen.		
12	Annette St. "	E.G.Kennedy	$700	250	"	"	"		
13	Kimberley "	Miss Bryans	$750	252	"	"	"		
14	Manning Avenue	J.M.Williams	$700	285	"	"	"		
15	Brown School	J. C. Pease	$850	276	"	"	"		
16	Oakwood High School	I. Sutherland	$1,000	296					
17	Perth Avenue	C. M. Smythe	$1,000	270					
18	Central Neighbourhood Sch.			Three teachers are employed to give instruction to 231 girls of all grades in general housewifery practice. Each girl receives ½ day's instruction per week. The quarters provided consist of a flat of 7 rooms.					
19	Technical High School			Two kitchens are equipped here, and a large and varying number of regular and special students take courses at different periods in various subjects.					
20	Normal School	N. Ewing.	$1,060	Normal School Students and Model School pupils are taken.					
21	Kingston Pub. Schools	E. A. Booth.	$600	362	III, IV	1½ and 2 hrs.	33 ft x 21 ft x 24 ft	Cookery, needlework	
22	Brantford Coll. Institute	E. E. Hartley	$750	321	IV. F's I, II,	1½ and 2 hrs.	27 ft x 31 ft x 13 ft	Cookery,	
23	Brockville Pub. Schools	A. Kendall.	$555	234	III, IV	2 hours.	36 ft x 27 ft x 8½ ft	Cookery.	A separate building.
24	Stratford Normal	A. Neville.	$960	Normal School Students only.					
25	Stratford Coll. Institute		$650	239	IV, F. I, II	1½ and 2 hrs.	Kitchen and dining room.	Equipped for 28.	
26	Woodstock	L. K. White	$700	241	J. IV to F. III	2 hours.	33 ft. x 24 ft x 8 ft	Equipped for 24.	
27	Guelph Pub. School	E. MacVannel.	$850	382	III, IV	2 hours.	39 ft x 24 ft x 13 ft	Cookery, needlework.	Girls of Coll. Inst. take no Household Science.
28	Guelph Consolidated Sch.	M. C. Kay	$675	60	All.	2 hours.	32 ft x 27 ft x 11½ ft	Cookery, needlework.	A rural school.
29	Macdonald Institute	Training School for Teachers. Classes from Public Schools also attend.							
30	Berlin Collegiate Inst.	Marion Boyd	$900	189	IV, F. I, II	1½ to 2⅓ hrs.	Kitchen and dining room.	Cookery, needlework.	School lunches served.

II. HOUSEHOLD SCIENCE CENTRES—Concluded

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
HAMILTON								
31 Wentworth Street	M. M. Taylor	$550	278	III, IV	1½ and 2 hrs.	Kitchen.	Cookery, needlework.	Miss Strong, of the Technical School acts as Supervisor.
32 Caroline Street	B. H. Peebles	$550	327	III, IV	"	"	" "	
33 King Edward	.....	$500	309	III, IV	"	"	" "	
34 King George, Hamilton	A. M. Carpenter.	$550	241					
35 Technical School	I. W. Strong	$800	323	S. III to F. II.	"	"	Cookery.	The two latter teachers are engaged in teaching needlework.
	F. E. Springate	$750						
	M. Buick	$500						
36 Normal School, Hamilton	C. Elliott.	.....	142	S. III to Com.	1½ and 2 hrs.	This is Public School work in addition to the training given to Normal students.		
LONDON								
37 Collegiate Institute	M. C. Macpherson.	$1,000	232	I, II, III	1¼ to 1½ hrs.	Kitchen.	Cookery.	
38 Normal School	A. B. Neville	$960	Normal students only.					
39 Talbot Street	I. Craig		62					
40 Lorne Avenue	M. Cook	$500	113	VI, VII, VIII	Two hours.	Kitchen.	Cookery.	
41 Victoria Street	.....	$500	124			"	"	
42 Alexandra School	M. Stuart.	$500	74					
43 Chesley Avenue								
44 Aberdeen School								
45 Ingersoll	J. M. Ross.	$500	96	J. IV to F. II	2 hrs.	Temporary room.	Cookery, needlework.	5 classes.
46 Galt Collegiate Institute	F. A. Twiss.	$1,000	214	IV, F.I, II, III	1½ to 2 hrs.	50 ft x 27 ft x 11 ft	Cookery, sewing, laundry.	School lunches served
47 Owen Sound Coll. Institute	F. P. Pritchard	$750	256	IV to F. II	1¼ to 2 hours.	30 ft x 40 ft x 10 ft	Cookery, needlework.	
48 North Bay Normal	Normal students. Public School pupils also take the work here.							
49 Peterborough Nor. Sch.	E. Ferguson	.....	In addition to the Normal students Public School and Collegiate Institute pupils take the work at both schools.					
50 Peterborough Pub. Schs		$900						
51 Sault Ste. Marie	M. P. Shaw.	$700	158	IV, F.I, II, III	2¼ to 2½ hrs.	Kitchen, dining-room, sewing room.	Equipped with electric stoves.	

52 Niagara Falls South High School		$900	22	I, II	2 hrs.	Kitchen.	Equipped for 24.	
53 Paris	Eva Reynolds	$600	108	III, J. IV	2 hrs.	Large kitchen.	"	
54 Thorold High School	Closed, June, 1914							
55 Belleville	R. G. Templeton.	$500	214	III, IV, F. I, II, III	2 hrs.			
56 Renfrew	Closed.							
57 Smith's Falls	Flor. Pringle	$600	150	S. 4, I, II, III	1¾ hrs.	Kitchen, dining room and sewing room.	Equipped for 24.	Equipped with Electric stoves and ranges.
58 Douglas Avenue, Windsor	G. M. Breed	$860	209	S. 3 to II	1½ hrs.	Kitchen.	Equipped for 24.	" "
59 Assumption St., "	M. Edwards	$860	186	S. 3 to II	1½ hrs.	Kitchen.	Equipped for 24.	" "
60 Walkerville	M. Edwards	$860	67	S. 3, J. 4	1½ hrs.	Kitchen and dining room.	Equipped for 24.	" "
61 Separate School, Hamilton	J. O. Donnell		212	S. 3, I	1½ hrs.	Kitchen.	Equipped for 24.	
62 Fort William	E. M. Miller	$1,000	282	S. 3, I, II, III	1½ to 2 hrs.	Kitchen.	Equipped for 24.	
63 Chatham	A. Grassie	$900						Not completely organized.

APPENDIX P

FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

Financial Statement for the Year Ended 30th June, 1914

Receipts

Provincial Grant		$15,000 00
Fees:		
Teachers in training	$6,557 00	
Pupils in University Schools	23,564 00	
		30,121 00
		$45,121 00

Expenditures

1. Salaries.

W. Pakenham, Professor of History and Science of Education (also Dean of Faculty), 12 mos. to 30th June	$3,600 00	
Associate Professors:		
H. T. J. Coleman, 1st July to 30th September (resigned)	750 00	
P. Sandiford, 12 mos. to 30th June	2,700 00	
H. J. Crawford (also Head Master of University Schools), 12 mos. to 30th June	3,000 00	
Lecturers in Methods; also Chief Instructors, University Schools. each 12 mos. to 30th June:		
G. A. Cornish, Science	2,300 00	
J. T. Crawford, Mathematics	2,200 00	
O. J. Stevenson, English and History	2,100 00	
W. C. Ferguson, French and German	2,100 00	
F. E. Coombs, Elementary Subjects	2,100 00	
S. W. Perry, Art and Commercial Work; also Assistant Instructor, University Schools	1,900 00	
Assistant Instructors in University Schools, each 12 mos. to 30th June:		
T. M. Porter	2,000 00	
H. A. Grainger	2,000 00	
J. A. Irwin	1,900 00	
J. O. Carlisle	1,800 00	
J. G. Workman	1,800 00	
W. J. Dunlop	1,700 00	
G. A. Cline	1,600 00	
H. G. Manning (10 payments)	1,600 00	
W. L. C. Richardson	1,600 00	
A. N. Scarrow (also Instructor in Faculty of Education)	1,600 00	
G. N. Bramfitt (also Instructor in Faculty of Education)	1,500 00	
D. E. Hamilton	1,400 00	
J. B. Wallace (10 payments)	1,400 00	
Miss E. M. Eadie, Instructor in Household Science (Sessional)	100 00	
Supervisors of Practice Teaching (Sessional):		
L. E. Embree, High Schools	100 00	
W. E. Groves, Public Schools	100 00	
Stenographer, in Dean's Office:		
Miss E. Watkins, 1st July to 31st August, at $650.00 per annum (resigned)	108 32	
Miss V. Kerr, 4 weeks at $9.00 per week	36 00	
Miss L. Swinarton, 29th September to 30th June at $12.00 per week	472 00	
		$45,566 32

2. Education Building and Department.

(*a*) Maintenance of Building:		
Fuel	1,171 56	
Light	647 76	
Water	122 46	
Caretaker's supplies	239 18	
Cleaning	1,257 74	
Repairs and renewals	1,009 95	
Engineer and Caretaker, S. Hunter, 12 mos. to 30th June at $1,200 (less 4½ days)	1,185 00	
Fireman, R. Bullock, 8 mos. at $50	400 00	
Messenger, A. Scott, 52 weeks, 1 day, to 30th June at $4.75	247 80	
		6,281 45
(*b*) Maintenance of Department:		
Payment to City Board of Education for use of schools	3,300 00	
Clerical assistance	286 00	
Office expenses, printing, postage, classroom supplies and sundries	3,548 71	
		7,134 71
		$58,982 48

NOTE.—In the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as Library, Examination, etc.

Certified, F. A. MOURÉ, *Bursar.*

1st December, 1914.

II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

Financial Statement for the Year 1914

Receipts

Surplus from 1913	$328 83	
Ontario Government	6,000 00	
Fees	2,215 00	
Sale of desk	15 00	
		$8,558 83
Overdraft		5724 11
		$14,282 94

Expenditures

Salaries:—		
Dean Coleman	$3,600 00	
W. E. Macpherson	2,550 00	
Miss W. Atkins	363 00	
W. J. Saunders	50 00	
Nora Ross	50 00	
Victoria Wiltshire	50 00	
Arts Professors	395 00	
		$7,058 00
Board of Education, as per Agreement		5,000 00
Travelling Expenses:—		
Dean Coleman	$224 15	
W. E. Macpherson	17 15	
		241 30
Pres. Examiners		157 27

Printing and Stationery:—		
R. Uglow & Co.,	$77 94	
R. Boyd & Sons	3 00	
Art Metropole	18 00	
G. M. Hendry Co.	1 50	
The Jackson Press	208 80	
M. Kirkpatrick	4 55	
Lantern Slides	74 40	
Stamps	75 00	
H. W. Newman Elect. Co.	75	
C. W. Lindsay	6 50	
		470 44
Advertising, Queen's University Share		250 00
Library, Miss L. Saunders		450 00
Office Furniture and Equipment:—		
Topley Co.	$92 60	
R. J. Lindsay	15 17	
Globe Furniture Co.	480 00	
		587 77
Telegraph, Telephone, etc.:—		
Can. Nor. Express Co.	$ 70	
Dom. Express Co.	7 40	
Can. Express Co.	12 78	
G. T. Ry. Co.	14 90	
Bell Telephone Co.	29 97	
Bradley City Delivery	1 10	
G. N. W. Telegraph	1 31	
		68 16
		$14,282 94

January, 1915.

APPENDIX Q

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District (in part); Cockburn Island; City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon...	L. A. Green, B.A.....	Sault Ste. Marie.
Brant County; Town of Paris; Sections 3, 8, 9, 14, 15, 17, 19, 21, 25 of Townsend Tp., Sections 1, 2, 10, 11, 12, 13 and 14 of Windham Tp. and Village of Waterford in Norfolk Co.....	T. W. Standing, B.A.....	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara.	John McCool, M.A.....	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. F. Bald, B.A.....	Port Elgin.
Carleton, East; Town of Eastview.....	Thos. Jamieson, B.A., 115 Strathcona Ave.	Ottawa.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate).....	Willis C. Froats, M.A.....	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne.....	W. R. Liddy, B.A.....	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester.....	V. K. Greer, M.A.....	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna	Welburn Atkin.....	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)	John A. Taylor, B.A.....	St. Thomas.
Essex; Towns of Amherstburg, Essex, Kingsville, Leamington; Villages of Belle River, Ford, St. Clair Beach...	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Essex, North (in part only).....	E. E. Ingall, B.A., 156 First Avenue, Ottawa	Ottawa.
Frontenac, South; Villages of Garden Island, Portsmouth	S. A. Truscott, M.A.....	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.....	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A.....	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton.....	Samuel Huff, B.A.....	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake....	H. H. Burgess, B.A.....	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt	N. W. Campbell, B.A.....	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	Clarke Moses.....	Caledonia.
Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate).....	R. O. White.....	Minden.
Halton; Sections 12, 13, 14 and 15 Beverly, 6 and 7 East Flamboro, 9 and 10 West Flamboro; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	James M. Denyes, B.A.....	Milton.
Hastings, Centre; Villages of Madoc, Marmora, Stirling, Tweed	Wm. Mackintosh.....	Madoc.
Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate)	H. J. Clarke, B.A.....	Belleville.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Hastings, North; South Nipissing, and South-East Parry Sound Districts; Towns of Powassan, Trout Creek; Villages of Bancroft, South River, Sundridge (Joint Inspectorate)	Jas. Colling, B.A.	Bancroft.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	John M. Field, B.A., Ph.D.	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich
Kenora District, and Thunder Bay (West); City of Port Arthur; Towns of Dryden, Keewatin, Kenora, Sioux Lookout (Joint Inspectorate)	John Ritchie	Port Arthur.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg; Village of Wheatley (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolea.
Lambton, West (No. 1); City of Sarnia; Town of Forest; Villages of Courtright, Point Edward, Thedford, Wyoming	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth. Smith's Falls; Village of Lanark (Joint Inspectorate)	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	Wm. Johnston, M.A., LL.B.	Athens.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate)	Robert Kinney, M.D.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate).	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, N.)	D. A. Nesbit, B.A.	Napanee.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	W. W. Ireland, B.A.	St. Catharines.
Manitoulin District, Algoma District (in part); Sudbury District (in part); Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood	S. Phillips, B.A.	Gore Bay.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson	Strathroy.
Muskoka, South and West, District; Towns of Bala, Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North (see Sudbury District).		

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Nipissing, South (see Hastings North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.)	H. Frank Cook, B.A.	Simcoe.
Northumberland and Durham, West (No. 1); Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville.
Northumberland and Durham, Centre (No. 2); Town of Cobourg; Village of Millbrook	Albert Odell	Cobourg.
Northumberland and Durham, East (No. 3); Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford.
Ontario, North; North-East Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate)	T. R. Ferguson, M.A.	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry	R. A. Hutchison, B.A.	Whitby.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich (Joint Inspectorate)	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls	J. L. Moore, B.A.	Parry Sound.
Parry Sound, South-East (see Hastings, North)		
Parry Sound, North-West (see Sudbury).		
Parry Sound, North-East (see Ontario N.)		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, B.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	John Nelson, B.A.	Vankleek Hill.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	John E. Benson, M.A.	Picton.
Rainy River District, Thunder Bay East, No. 1 Missanabie, No. 1 Chapleau; City of Fort William; Towns of Fort Frances, Rainy River (Joint Inspectorate)	W. J. Hamilton, B.A.	Fort William.
Renfrew, North; Town of Pembroke; Village of Cobden	I. D. Breuls, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood, Penetanguishene	Joseph L. Garvin, B.A.	Barrie.
Simcoe, South; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham	Edward Longman	Barrie.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Simcoe, East, Towns of Midland, Orillia; Villages of Coldwater, Victoria Harbour	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, M.A.	Cornwall.
Sudbury District (in part), North Nipissing and North-West Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Frood Mine, Mattawa, North Bay, Sturgeon Falls, Sudbury	D. M. Christie, B.A.	**Sudbury.**
Thunder Bay (see Kenora and Rainy River).		
Timiskaming District; Towns of Charlton, Cobalt, Cochrane, Englehart, Haileybury, Latchford, Matheson, New Liskeard, Timmins	W. J. Hallett, B.A., B.Pæd.	Haileybury.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo, N. (No. 1); City of Berlin; Town of Waterloo; Village of Elmira	F. W. Sheppard	Berlin.
Waterloo, S. (No. 2); Towns of Galt, Hespeler, Preston; Villages of Ayr, New Hamburg	Lambert Norman, B.A.	Berlin.
Welland; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Humberstone, Port Colborne. Thorold Town and Pelham Tp. are under Lincoln Inspector. (Joint Inspectorate)	**John W. Marshall, B.A.**	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robt. Galbraith, B.A.	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth; Town of Dundas; Village of Waterdown	J. H. Smith	Hamilton.
York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richmond Hill, Woodbridge	C. W. Mulloy, B.A.	Aurora.
York, South; Town of Weston; Villages of Markham, Mimico, New Toronto, Stouffville, Sutton West (Joint Inspectorate)	A. L. Campbell, M.A.	Weston.
Brantford, City of	E. E. C. Kilmer, B.A.	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.	Hamilton.
do do	Jas. Gill, B.A., B.Pæd.	Hamilton.
Kingston, do	J. Russell Stuart	Kingston.
London, do	C. B. Edwards, B.A.	London.
Niagara Falls, do and St. Catharines	D. C. Hetherington	St. Catharines.
Ottawa, do	I. H. Putman, B.A., B.Pæd.	Ottawa.
do do	**E. T. Slemon, B.A., D.Pæd.**	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
Toronto, do	R. H. Cowley, M.A., Chief Ins.	Toronto.
do do	W. F. Chapman, B.A.	Toronto.
do do	W. H. Elliott, B.A.	Toronto.
do do	E. W. Bruce, M.A.	Toronto.
do do	**Jos. W. Rogers, M.A.**	Toronto.
do do	Geo. H. Armstrong, M.A., B.Pæd.	Toronto.
Windsor, do and Towns of Sandwich and Walkerville	Robt. Meade, M.A.	Windsor.

List of Inspectorates and Inspectors—Concluded

R.C. Separate School Inspectors

J. F. Power, M.A. .....Toronto, 33 Dalton Road.
Michael O'Brien .....Peterborough, 309 Reid Street.
J. F. Sullivan, B.A. .....London, 873 Hellmuth Avenue.
Jas. E. Jones, B.A. .....Ottawa, 104 Henderson Street.
J. P. Finn, B.A. .....Ottawa, 68 Sweetland Avenue.

English-French Public and Separate School Inspectors

W. J. Summerby .....North Bay.
E. E. Ingall, B.A. .....Ottawa, 156 First Avenue.
Hector Gaboury, B.A. .....Ottawa, 2 Rockwood Avenue.
L. E. O. Payment, M.A. .....Ottawa, 12 Tormey Street.

Chief Inspector of Public and Separate Schools

John Waugh, M.A., D.Pæd. .....Toronto, Parliament Buildings.

Director of Industrial and Technical Education and Inspector of Normal Schools

F. W. Merchant, M.A., D.Pæd. .....Toronto, Parliament Buildings.

High School Inspectors

J. E. Wetherell, M.A. .....Toronto, 60 Hillcrest Drive.
H. B. Spotton, M.A., LL.D. .....Toronto, 426 Markham Street.
J. A. Houston, M.A. .....Toronto, 105 Roxborough Street West.

Continuation School Inspectors

G. K. Mills, B.A. .....Toronto, Parliament Buildings.
J. P. Hoag, B.A. .....Toronto, Parliament Buildings.

Manual Training and Technical School Inspector

Albert H. Leake .....Toronto, 233 Borden Street.

Director of Elementary Agricultural Education

S. B. McCready, B.A. .....Toronto, Parliament Buildings.

APPENDIX R

MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, HIGH SCHOOL AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS

I—Members of the Advisory Council, 1914

Ex-Officio Members

John Seath, LL.D., Superintendent of Education.
Rev. R. A. Falconer, D.D., President, University of Toronto.

University Representatives

Maurice Hutton, LL.D., Principal, University College, Toronto.
Rev. T. C. S. Macklem, D.D., Provost, Trinity College, Toronto.
Rev. R. P. Bowles, M.A., B.D., Chancellor, Victoria College, Toronto.
N. C. James, Ph.D., President, Western University, London.
A. L. McCrimmon, LL.D., Chancellor, McMaster University, Toronto.
John Matheson, M.A., Queen's University, Kingston.
Rev. A. B. Roy, O.M.I., University of Ottawa, Ottawa.

High School Representatives

Gilbert, A. Smith, M.A., Toronto. Arthur P. Gundry, B.A., Strathroy.

Public School Representatives

Harriet Johnston, Toronto. T. A. Reid, Owen Sound.
Jas. D. Denny, B.A., Ottawa. R. F. Downey, B.A., B.Pæd., Peterborough.

Separate School Representative

John J. Rogers, Lindsay.

Public School Inspectors' Representatives

N. W. Campbell, B.A., Durham. T. A. Craig, Kemptville.

School Trustees' Representatives

John H. Laughton, Parkhill. Rev. J. C. Tolmie, B.A., Windsor.

II—Associate Examiners, 1914

Model Entrance, Lower School, Senior High School Entrance, and Senior Public School Graduation Diploma

Literature:

Ball, Mrs. Frances A.
Mabee, G. E.

Composition:

Fraser, J. W.
Stevenson, W. J.

Grammar:

Anderson, Nellie.
Barker, G. A.
Burchill, Mrs. Jean.
Campbell, Stella.
Chown, Hattie L.
Darroch, W. F.
Day, W.
Dufton, Olive
Edmunds, Lulu J.
Edwards, Mabel C.
Goodland, Alma.
Hammond, J. E.
Hill, Mary A.
Humphries, Bessie R.
Hutchinson, May R.
Mann, H. C.
McAllister, Annie.
Mitchell, May.
Morrow, J D.
Munro, P. F.
O'Donohue, J. A.
Robinson, Mary A.
Smith, Margaret H.
Strang, Rose I.
Taylor, Daisy.

Spelling:

Baird, W.
Berney, Laura J.
Blyth, Sara.
Chapman, Hattie.
Clayton, Vivian E.
Cunningham, Evangeline
Dunlop, W. J.
Edwards, W. G.
Hiscock, Rita.
Milburn, E. F.
Russell, F. Josephine.
Smith, J. M.
Sweeney, Agnes.
Wightman, S.

Geography:

Anderson, Beatrice E.
Augustine, Annie.
Baker, W. T.
Bernath, A. C.
Butcher, C. W.
Cameron, A. A.
Campbell, Mae A.
Campbell, G. A.
Cummer, May E.
Dawson, Margaret M.
Dobbie, Isabella E.
Doupe, H. A.
Donaldson, W.
Dunwoodie, Norma.
Grainger, Luella.
Halliday, Florence F.
Kelso, Alice C.
Mulloy, Lulu E.
McKenzie, Eva.
Parr, Sarah E.
Percy, H. A.
Stone, Alice B.
Stephens, Ella.
Simpson, R. S.
Walker, A. J.
Wheelton, L.
Wickett, Laura.

Art:

Anderson, Lillie C.
Armstrong, Eunice.
Brennan, Jennie.
Brown, H. W.
Conway, Irene.
Evans, W. E.
*Giles, A. Edith.
Grose, Annie R.
Harris, L. Morwenna.
*Hatch, S. B.
Hindson, Hilda M.
Johnston, G. L.
Kent, Eleanor.
*Kidd, T. W.
McBride, Sara.
Nelson, Arletta.
O'Brian, Mabel B.
Parlee, Edith.
Shepherd, Eleanor M.
Smith, C. R.

Elementary Science:

Agla, Mildred.
Awde, E. O.
Brunt, R. A.
Burchell, J. E.
Clark, G. A.
Dowkes, W. J.
Dunlop, C. G.
Forrest, W.
Fraser, C. G.
Hicks, Viva.
Hind, Edith J.
Hull, Bessie R.
Jeckell, Laura M.
Kidd, W. L.
Kirkpatrick, Effie.
Lawr, M.
Mackenzie, Elizabeth S.
Marcellus, J. E.
Moffatt, W. J.
Murday, A. M.
Patterson, A. M.
Pickering, J. R.
Rutherford, Mary H.
Stevenson, L.
Summers, C.
Thompson, R.
Tuke, W. H.
Wing, H.

Writing:

Bailey, J. J.
Baker, Sarah J.
Birchard, A. F.
Buchanan, J. A.
Campbell, Minnie.
Evans, W. A.
Ford-Firby, Mrs. E.
Jamieson, C. E.
Mallory, Bertha.
Reid, E. Lily.
Shurtleff, W. M.
Tuer, Margaret.
Walker, D. M.

History:

Aitchison, Belle.
Broughton, Clara.
Campbell, Hughena M.
Davidson, Viola M.
Doherty, Mabel.
Dunwoodie, Annie L.
Edwards, J. J.
Elmslie, Kate.
Ferguson, Lilian M.
Goodall, Nellie.
Hall, Margaret M. S.
Hinds, Margaret J.
Hodge, Gertrude A.
Hollingshead, J. E.
Kaiser, J. B.
MacKay, Emma L.
McLean, Frances E.
McQuarrie, G. B.
McTaggart, Clara.
McVicar, A.
Meadows, Persie C.
Mitchell, Blanche.
Moir, Isabella.
Norton, Ida.
Perry, Gertrude.
Robinson, Sadie.
Rowntree, Annie E.
Smith, A. F.

Algebra and Geometry:

Clarke, Ira E.
Hedley, W. P.

Arithmetic:

Andrus, G. A.
Armstrong, G. F.
Asselstine, O.
Austin, Grace E.
Case, H. J.
Doidge, T. C.
Fleming, L. C.
Goulding, Hannah M.
Gregory, Stella.
Halnan, L. R.
Keegan, J. D.
Moir, Catherine.
Nugent, J.
Odell, J. W.
Rundle, J. A.
Reid, T. E.
Sheppard, A. M.
Smith, H. L.
Stockdale, T. N.
Stone, G. S.

Middle School Examination

Literature:

Anderson, W. C.
Bristol, Sadie K.
Corkery, Florence.
Cunningham, Carrie.
Faint, Pearl.
Ford, Hellen D.
Graeb, Mabel.
Healy, Rose.
Husband, A. J.
Macdougall, Isabella J.
Martyn, H. G.
Mathieson, Elsie.
McEachern, J. C.
McRae, Caroline J.
Oakley, Muriel G.
Smith, Isabel K.
Somerville, T. C.

Composition:

Gilchrist, D. A.
Irwin, H. W.
MacLean, A. E.
McGregor, Margaret.
McQueen, Rose.
McRae, Donella M.
Thomas, Margaret.
VanEvery, J. F.
Whyte, Marion I.

Ancient History:

Allison, Henrietta E.
Bell, Jessie M.
Breckon, F. Louise.
Buchanan, Winnifred.
Burns, C. J.
Carlyle, J. O.
Cooke, J. A.
Dufton, Lena.
Johnston, Katie.
Millar, F. G.
Nichol, S. Winnifred.
Payne, Pearl.
Ross, R.

* Examined also Middle School Art.

Ancient History—Con.

Smithson, Annie.
Stewart, Annie J.
Stewart, Margaret E.

British and Canadian History:

Cattanach, Jessie.
Dunnett, A. H.
Eckhardt, Jessie.
Ferguson, John.
Harris, Mary A.
Jackson, Katherine M.
Keillor, James.
Matthews, Jessie.
McWhorter, Mary.
Owen, T. A.
Robinson, J. B.
Rose, Marion.
Smith, Kathleen E.
Solmes, Harriette M.
White, Kathleen E.
Zurbrigg, J. M.

Chemistry:

Arthur, C. C.
Copeland, G. E.
Davidson, H.
Doherty, J. C.
Elliott, T. W.
Jolliffe, E. H.
Keefe, R. D.
Kennedy, G. E.
Lawlor, R. G.
Leckie, B. E.
MacKay, D. A.
McEachran, Mary.
McKeracher, Florence J.
Welsh, D. A.
Williams, A.
Wilson, W. J.

Physics:

Bell, J. S.
Ferguson, W. P.
Gundry, A. P.
Halbert, E. J.
Hall, W.
Hamilton, J. A.
Hamilton, J. R.
Harvey, Martha.
Houser, W. H.
Martin, L. A.
McGuire, J. F.
McMillan, G. O.
McNeely, Priscilla V. M.
Penson, Elizabeth.
Ricker, H. E.
Smith, F. P.
Walkom, D. T.
Williams, Edna J.

Algebra:

Amos, H. E.
Cornell, M. L.
Crawford, J. T.
Dickenson, E. U.
Elliott, H. E.
Girdwood, A. R.
Gourlay, R.
Keith, G. W.
Nichol, W. W.
Walsh, J. C.

Geometry:

Cantelon, J. W.
Coates, D. H.
Elliott, J.
Hackett, E.
Hills, Minnie.
McMahon, F. O.
Potter, C.
Thomson, Helen.
Wallace, F. D.
Whyte, R.
Wilkinson, J. E.
Wood, F. H.
Workman, J. G.
Zavitz, A. S.

Latin:

Bannister, J. A.
Bellamy, W.
Dunkley, A. W.
Fitzgerald, Eliza.
Gillies, Annie.
Graham, R.
Graham, W. A.
Gundry, Helen M.
Kenner, H. R. H.
Lowe, W. D.
McKeracher, Donalda M.
McKinley, Clara B.
McKinley, J. M.
Mooney, W. H. T.
Robertson, Dorothy.
Sliter, E. O.
Will, G. E.

Upper School Examination

English:

Bell, F. H.
Burt, A. W.
Carscadden, T.
Elmslie, W.
Jennings, E. W.
MacDonald, G. L.
McGarvin, M. J.
Paterson, D. S.

History:

Logan, Jessie.
Morrison, S. A.
Reed, G. H.
Sexsmith, W. N.
Story, Selina G.
Stothers, R.

Science:

Boyd, Annie A.
Fetterly, H. B.
Firth, T.
Gavin, F. P.
Madill, A. J.
McMillan, W. J.
Robertson, G. A.
Saunders, W. J.
Staples, L. E.
Turner, J. B.

Mathematics:

Auld, C.
Cameron, J. S.
Courtice, S. J.
Dickson, J. D.
Gray, R. A.
Merritt, R. N.
Taylor, W.
Wren, J. S.

French and German:

Baird, A. W.
Carter, Janet.
Gibson, Ethel.
Reid, R.
Ward, Clara.
Weir, Annie.

Classics:

Coombs, A. E.
Glassey, D. A.
Hardie, W.
Howell, W. B. L.
Logan, Wm.
Treleaven, J. W.

Matriculation Examination

English Grammar:

Carlyle, J. A.

Composition:

Dickey, M. Ada.
Edwards, Grace.
Feasby, W. J.
Morden, Frances.
Simpson, John.

Literature:

Bell, W. N.
Christie, J. D.
Guest, Emily J.
Price, C. F.
Skeele, J. E.
Stenhouse, Rebecca.

Classics:

Barnes, C. L.
Brown, L.
Chase, R. M.
Cowan, Euphemia.
Haviland, H. J.
Henderson, J. V.
Lloyd, Lillie.
May, Annie.

Classics—continued
McCaw, Hester E. A.
Mills, C. F.
Morris, A. W.
Morris, F. J. A.
Murdock, W. E.
Nesbitt, Mabel.

Ancient History:
Cowan, Margaret.
Dorland, A. G.
Fletcher, Beatrice L.
Kerr, C. S.
Strang, H. I.

British and Canadian History:
Foster, Jessie.
Glass, W. A.
Hiscock, May.
Jones, G. M.
Manning, H. G.
Ogilvie, H. A.

French and German:
Allen, Mabel.
Baird, Mabel M. J.
Bale, George S.
Barr, Lydia A.
Carpenter, Ida.
Coade, Gertrude H.
Cook, Margaret.
Elliott, T. E.
Ewing, Florence.
Gillespie, Mary A.
Hanna, W. E.
Henstridge, Elizabeth.
Howson, Alexandra A.
Jeanneret, F. C. A.
MacKay, D.
MacKay, Minnie B.
Moir, Mary I.
O'Donoghue, Mary H.
Phillips, W. A.
Pinel, Hattie L.
Stewart, Etta M.
Stone, Grace L.
Swedielius, B. F.
Ward, Ada.
Williams, W. H.

Physics:
Anderson, G. R.
Saunders, W. R.
Tanton, J.

Chemistry:
Collip, J. B.
Dent, W. A.
Smith, T. C.
Tingle, J. B.

Algebra:
Challen, N. E.
Martin, S.
Powell, E. G.
Waddell, Mary E. G.

Arithmetic:
Henry, T. M.

Geometry:
Cole, A.
Ewers, C. F.
Henry, S. H.
Kennedy, Thomas.
Moffatt, T. E.
Nelson, A. E.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Barrie	Redditt, Thomas H.	B.A., Tor.	Eng., Fr. and German	1893	33	....	1,800	.....	.....
	Hay, Andrew	.....	Math.	1882	36	8	.....	1,400	.....
	Morrison, Alexander Selkirk	B.A., Queen's	Eng. and Hist.	1905	12	4	.....	1,400	.....
	Cowan, I. Kathleen....†(Interim)	B.A., Tor.	Classics	1914	2	....	.....	.....	1,100
	Preston, Thomas	B.A., Tor.	Science	1910	19	2	.....	1,450	.....
	Smith, S. Ada	M.A., Tor.	Mods.&Hist.(Int.)Commercial	1912	4	....	.....	.....	1,100
	Grandy, Frederick N...†(Interim)	.....	Physical Culture	1913	1½	....	.....	1,100	.....
Berlin	Forsyth, David	B.A., Tor.	Math.	1901	37½	1	2,000	.....	.....
	Williams, Walter Herbert	M.A., Queen's	Mods. and Hist.	1905	10½	2	.....	1,800	.....
	Mallory, Bertha .....†..‡....	.....	Commercial	1913	7½	10	.....	.....	1,300
	Martyn, Harold George	B.A., Tor.	Mods. and Hist.	1904	12½	3	.....	1,700	.....
	Pugsley, Edmund .....***....	B.A., Vic.	Science	1909	24	....	.....	1,700	.....
	Kerr, Charles S.	B.A., Tor.	Classics, Eng. and Hist.	1911	27	....	.....	1,700	.....
	Brown, Harry Wilson.....†....	B.A., Queen's	.....	1905	9¼	17	.....	1,500	.....
	Lee, Anna A.	.....	.....	1914	5	4	.....	.....	950
	Barber, Etta L.	.....	.....	1914	2½	5½	.....	.....	900
	Boyd, Marian K.	.....	(Household Science Instr.)	1914	½	....	.....	.....	900
	Houston, Daniel Wesley	.....	Manual Training	1903	11	18	.....	1,700	.....
	Hodgins, Nellie Kathleen	.....	(Teacher of Typewriting)	1909	5	....	.....	.....	650
	McKelvie, Leonard	.....	(Physical Director)	1914	.....	....	.....	.....	.....
	Kerr, Muriel	.....	(Physical Instr.)	1912	2	2	.....	.....	.....
Brantford	Burt, Arthur William	B.A., Tor.	Mods. and Eng.	1893	36	....	2,100	.....	.....
	Passmore, Samuel Francis	M.A., Tor.	Classics	1885	35	....	.....	1,600	.....
	Coates, Daniel Harsum	B.A., Tor.	Math.	1893	27	....	.....	1,600	.....
	Bunnell, Effie Maria	B.A., Tor.	Eng., Fr., and German	1891	23	....	.....	.....	1,600
	Martin, William Howard(Interim)	B.A., Tor.	Science	1914	½	2	.....	1,500	.....

	Shultis, Adam		Commercial	1896	18	11		1,600	
	McCollum, Laura A.		Art	1914	6	1½			1,200
	Bell, Edwin T. (Interim)	B.A., McMaster	Science	1914	½			1,300	
	Ryan, Gertrude			1912	5				900
	Goring, Ralph B. (Interim)	B.A., Tor.	Math. and Physics	1914	½	2½		1,200	
	Smith, Margaret Hübner †.			1913	20				1,100
	Devitt, Samuel G. (Interim)	B.A., Tor.		1914	1½	2		1,300	
	Good, Ethel I.			1914	4	4			700
	Mutter, James A. (Interim)		(Manual Training Instr.)	1913	5	7		1,500	
	Hartley, Edna Evelyn		(Household Science Instr.)	1910	5	1			750
	Oxtaby, William G.		(Physical Director)	1914					
Brockville	Husband, Almeron Judson	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1895	19	3	2,000		
	Dowsley, William Clinton	M.A., Queen's	Classics, Eng. and Hist.	1907	15	4		1,600	
	McGuire, James F.	M.A., Queen's	Science	1907	11	9		1,600	
	Somerville, Thos. C.	B.A., Tor.	Mods. and Hist.	1909	20½	1		1,600	
	Giles, A. Edith		Art	1890	25	3			1,150
	Richardson, Kate		Art (Interim), Commercial	1898	19	6			1,250
	McCormack, Mary Irene	B.A., Queen's		1907	7	2			1,150
	Beattie, Lewis S.		Physical Culture (Interim)	1910	6			1,250	
	Fleming, Rita (Interim)	B.A., Tor.	Math. and Physics	1914	½	2½			1,000
Chatham	Twohey, William James	M.A., Tor.	Classics	1904	30		2,200		
	Paterson, David Smith	B.A., Tor.	Eng., Fr. and Ger.	1888	38	1½		1,600	
	Edward, Frankland Ward		Commercial	1907	9½			1,800	
	Sexsmith, William Newton	B.A., Tor.	Eng. and Hist.	1907	10½	3		1,800	
	Willoughby, Henry A. (Interim)	M.A., Tor.	Science	1913	1½	7½		1,800	
	Gregory, Stella Lavina			1911	8	2			1,100
	Jewitt, Oliver Victor	B.A., Tor.	Math. and Phys.	1912	2½			1,800	
	Kerr, Mrs. Winnabel E. †.	B.A., McMaster		1913	3⅓	5			1,000
	Houston, Jessie	B.A., Tor.	Mods. and Hist.	1913	10½				1,400
	Harvey, John Irvine. (Interim)			1914	3½	4½		1,200	
	Hartry, Robert (Interim)		(Manual Training Instr.)	1914	½	3		1,200	
	Grassie, Annie		(Household Science Instr.)	1914	½	3½			900
Clinton	Treleaven, John Wesley	B.A., Tor.	Classics	1907	23		1,700		
	Macdougall, Isabella J.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1910	8½	3			1,300
	Robb, Charles Wesley. (Interim)	B.A., Tor.	Math. & Phys., Physical Cult.	1913	1½			1,400	
	Ford, Katrina Payne. (Interim)			1913	3½	1			1,000
	Fleming, Robert W. (Interim)	B.A., Queen's	Science	1914	½	1		1,300	
	Kilty, Ruby I. (Interim)			1914	1	3			900
Cobourg	Arthur, Colin Clayton	M.A., Queen's	Science	1893	23	1	1,900		
	Jones, Laura Lucinda	B.A., Tor.	Eng., Fr. and Ger.	1898	21½				1,450
	Ashall, Frances M.	B.A., Tor.	Math.	1912	6½				1,450

†Holds Elementary Art certificate. ‡Holds certificate in Elementary Physical Culture.

***Holds Intermediate certificate in Agriculture and Horticulture.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Cobourg—Con.	Johnston, Agnes M.	.....	Commercial	1911	11	2	.....	.....	1,300
	Ferguson, Florence Estelle..(Int.)	.....	.....	1913	2	2	.....	.....	800
	Belcher, Norah T. .....‡....	B.A., Tor.	Classics	1914	2½	....	.....	.....	1,200
	Hills, Minnie	B.A., Tor.	Math.	1914	13	....	.....	.....	1,200
	Cunningham, Henry (Sergeant)..	.....	(Physical Director)	1915	.....	....	.....	.....	.....
Collingwood...	Feasby, William J.	B.A., Queen's	Mods. & Hist., Fr. & Ger.	1912	6½	5	1,800	.....	.....
	Henry, Stanley H.	M.A., Queen's	Math. and Phys.	1912	4½	....	.....	1,600	.....
	Atkinson, William D. T..(Interim)	B.A., Tor.	Classics	1913	1½	....	.....	1,500	.....
	Hodgins, Ekron P.....(Interim)	B.A., Tor.	Science	1914	1½	....	.....	1,500	.....
	Carman, Margaret E.	B.A., Tor.	Mods. and Hist.	1914	¾	....	.....	.....	1,200
	Smith, Margaret .....†....	.....	Commercial	1907	20	3	.....	.....	1,300
	Spence, Ruth E.....(Interim)	B.A., Tor.	Mods. and Hist.	1914	½	....	.....	.....	900
	Sayers, John R.	.....	(Manual Training Instr.)	1914	1½	....	.....	1,200	.....
	McGregor, Edith	.....	(Household Science Instr.)	1913	1½	3½	.....	.....	750
	Laughland, J.	B.S.A., Tor.	(Agriculture Instructor)	1911	4	1	.....	1,400	.....
Fort William..	Wood, Elmore Everton .....‡....	M.A., McMaster	Math.	1902	11½	2	2,400	.....	.....
	Cornell, Maurice Leo	M.A., Queen's	Math.	1910	7	....	.....	1,900	.....
	Madill, Alonzo James	B.A., McMaster	Science	1911	12	3½	.....	1,900	.....
	Parlee, Edith .....†....	.....	Commercial	1908	20½	10	.....	.....	1,700
	Lewis, Nora .....‡....	B.A., Tor.	Classics	1912	2½	....	.....	.....	1,500
	Grant, Christine Cameron	B.A., Tor.	Mods. and Hist.	1914	11½	9	.....	.....	1,700
	Ogilvie, Alvin Irwin	B.A., McMaster	Eng.&Hist.,Mods.&Hist.(Int.)	1914	5½	....	.....	1,600	.....
	Worden, Ernest Harold G...‡(Int.)	.....	.....	1914	½	....	.....	1,000	.....
	Collins, George W.	B.S.A., Tor.	(Agriculture Instructor)	1911	3	....	.....	1,700	.....

Galt	Gundry, Arthur Presland	B.A., Tor.	Science	1914	23⅓	....	2,300	.....	.....
	Carscadden, Thomas	M.A., Tor.	Eng. and Hist.	1885	41	3	.....	2,000	.....
	Hamilton, Robert Somervaille	M.A., Tor.	Science	1894	25	....	.....	1,700	.....
	Carter, Janet Wishart	M.A., Tor.	Fr. and Ger.	1901	22	....	.....	.....	1,600
	Morrow, Archibald Elston	B.A., Tor.	Classics	1905	25	....	.....	1,700	.....
	Cameron, John Shaw	B.A., Queen's	Math.	1909	19	1	.....	1,700	.....
	Fleming, Louis Charles	.....	.....	1910	10½	6½	.....	1,500	.....
	Marshall, George Anthony (Inter.)	.....	.....	1913	2	....	.....	1,200	.....
	Robinson, Frances Alberta‡(Inter.)	M.A., Tor.	Eng. and Hist.	1913	3½	2½	.....	.....	1,200
	O'Brien, William James	.....	Commercial	1914	4⅓	5½	.....	1,600	.....
	MacKichan, Peter .....(Interim)	B.A., Queen's	.....	1914	½	3	.....	1,200	.....
	Braucht, Frank Eugene	.....	Manual Training	1912	2½	....	.....	1,500	.....
	Crowe, Greta	.....	(Household Science Instr.)	1915	.....	....	.....	.....	800
	Taft, Martha Lois	.....	(Household Science Instr.)	1914	½	....	.....	.....	900
	Knapp, John Stanley	B.S.A., Tor.	(Agriculture Instr.)	1914	½	....	.....	1,200	.....
Goderich	Hume, John Patterson	B.A., Queen's	Science	1911	23	....	1,800	.....	.....
	Strang, Hugh Innis	B.A., LL.D., Tor.	Classics	1871	47⅓	3	.....	1,250	.....
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr. and Ger.	1908	19½	3	.....	1,400	.....
	Clifford, Margaret K.	M.A., B.Pæd., Queen's	Mods. & Hist., Eng. & Hist.	1912	7½	5	.....	.....	1,300
	Hodge, Gertrude Agnes	B.A., Tor.	.....	1909	6	1	.....	.....	850
	Fraser, Lilian B. .....†....	.....	Commercial	1912	3½	½	.....	.....	1,100
	Durnin, Letitia Edith..‡(Interim)	.....	.....	1912	2½	5	.....	.....	850
Guelph	Davison, James	B.A., Vic.	Math.	1892	40	2	2,200	.....	.....
	Skinner, Kate Clara	B.A., Tor.	Eng. & Hist., Fr. & Ger.	1895	20	1	.....	.....	1,550
	Luton, James T.	M.A., Tor.	Classics	1909	16⅔	5	.....	1,800	.....
	McNiece, James	B.A., Tor.	Science	1910	19	3	.....	1,800	.....
	Shepherd, Eleanor M.	M.A., Trin.	.....	1913	5½	1	.....	.....	1,100
	Blyth, Sara	.....	Commercial	1910	9½	7	.....	.....	1,450
	Hartford, Jas.	.....	.....	1911	4⅓	3	.....	1,350	.....
	Bowers, A. Mae	B.A., Tor.	Mods. and Hist.	1913	2⅔	....	.....	.....	1,450
	Bennett, Roy F.....(Interim)	B.A., McMaster	Physical Culture	1913	1½	....	.....	1,350	.....
	Humphries, B. Rowena.....†....	.....	.....	1913	5	3	.....	.....	1,050
Hamilton	Thompson, Robert Allan	B.A.,Tor.,LL.D.,McM.	Math.	1885	29	....	3,000	.....	.....
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	33	3	.....	2,400	.....
	Logan, William McGregor	M.A., Tor.	Classics	1892	29	....	.....	2,200	.....
	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr. and Ger.	1892	26	....	.....	2,200	.....
	McGarvin, Michael James	B.A., Tor.	Mods. and Hist.	1906	8⅓	1⅔	.....	2,200	.....
	Simpson, Benjamin L.	M.A., Queen's	Math.	1905	9⅓	3	.....	2,000	.....
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	10	5	.....	2,000	.....
	Johnston, George Lang	B.A., Queen's	Art, Commercial	1888	27	3	.....	2,000	.....
	Armstrong, George Francis	B.A., Tor.	Math.	1907	12½	1½	.....	2,000	.....
	Morrison, Edward	B.A., Tor.	Science	1907	8⅓	6	.....	1,900	.....

†Holds Elementary Art certificate.

‡Holds certificate in Elementary Physical Culture.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Hamilton—Con	Marshall, Charles Frederick	B.A., Tor.	Science	1909	7½	....	.....	1,800	.....
	Freeman, John Alexander	B.A., Tor.	Classics	1909	26	....	.....	1,800	.....
	McGee, Cyril Houghton	B.A., Trin.	Math.	1909	18	....	.....	1,800	.....
	Moffatt, William John	B.A., Queen's		1909	5⅔	12	.....	1,800	.....
	Collins, Herbert Eugene	B.A., Tor.	Mods. and Hist.	1911	8½	....	.....	1,800	.....
	Robinson, John Beverley	B.A.,Qn's,B.Pæd.,Tor.	Eng. and Hist.	1910	4	24	.....	1,800	.....
	Edwards, John James	B.A., Queen's	Fr. and Ger.	1911	4½	6	.....	1,600	.....
	Sheppard, Alton M.	B.A., Tor.	Math.	1911	6	2½	.....	1,600	.....
	Price, Charles F.	B.A.,Tor.andWestern	Eng. and Hist.	1913	4	8	.....	1,600	.....
	Beck, Clinton Graham...(Interim)	B.A., Queen's	Mods. & Hist., Fr. & Ger.	1914	1½	½	.....	1,400	.....
	Foucar, Walter K.	MA., Tor.	Eng. & Hist., Fr. & Ger.	1914	19½	....	.....	1,500	.....
	Pugh, H. Clifford.....(Interim)	B.A., Tor.	Science	1915	½	7	.....	1,300	.....
	Elmslie, Kate			1908	6⅔	6	.....	.....	900
	Edwards, Mabel Cordelia			1908	8½	....	.....	.....	900
	Hill, Mary Alpena			1909	13	4	.....	.....	900
	Davidson, Margaret Cheyne			1876	39	14	.....	.....	500
	Syme, John James		(Drill Instructor)	1905	8	....	.....	.....	.....
Ingersoll	Smith, John Charles.....†	B.A., Queen's	Classics .....(Interim)	1913	9½	3	1,800	.....	.....
	Shales, William Elmo...(Interim)	M.A., Queen's	Science, Physical Culture...	1914	½	4	.....	1,500	.....
	Campbell, Geo. Stewart..(Interim)	B.A., Tor.	Math. and Phys.	1914	½	2	.....	1,300	.....
	Atkin, Edith L.....(Interim)	B.A., Tor.	Mods. and Hist.	1914	½	....	.....	.....	1,100
	Marshall, Marcella T...(Interim)†		Commercial	1914	1	5	.....	.....	1,100
	Williams, Winnifred L...(Interim)	B.A., Tor.		1914	½	....	.....	.....	700
	Tanton, Francis		Manual Training	1908	10½	7	.....	1,300	.....
	Ross, Jean M.		(Household Science Instr.)	1913	2	....	.....	.....	500

Kingston.....	Sliter, Ernest Oscar	M.A., Tor.....	Classics.....	1888	27	....	2,100	.....	.....
	Sills, William Ryerson	M.A., Queen's.....	Math.....	1897	23	3	.....	1,800	.....
	Anderson, William George.....	B.A., Tor.....	Eng. and Hist., Classics.....	1909	13½	3½	.....	1,800	.....
	Fraser, James William.....	B.A., Tor.....	.....	1904	11½	10	.....	1,400	.....
	Saunders, William John.....	M.A., Qns.; M.S., Chi..	Science.....	1908	14½	3	.....	1,800	.....
	Hedley, William Powell.....	B.A., Tor.....	Math.....	1908	10½	8	.....	1,500	.....
	Chase, Reginald M.....	B.A., Tor.....	Classics.....	1910	9	....	.....	1,500	.....
	Henstridge, Elizabeth	M.A., Queen's.....	Eng. and Hist., Fr. and Ger....	1907	13½	7	.....	.....	1,200
	Chown, Hattie L.....	.....	.....	1905	10	20	.....	.....	1,000
	Kelly, James Wilfred.....	B.A., Queen's.....	.....	1912	2½	15	.....	1,400	.....
	Watt, Cora Taylor .....(Interim)	B.A., Queen's.....	Eng. and Hist.....	1913	1½	3	.....	.....	1,200
	Shurtleff, William Morley....†....	.....	Commercial.....	1913	5	8	.....	1,400	.....
	Thompson, Margaret J.....	B.A., Queen's.....	Eng. and Hist., Fr. and Ger....	1914	18	6	.....	.....	1,600
	Palmer, George A.....	.....	(Drill Instructor).....	1910	.....	....	.....	.....	.....
Lindsay.....	Kirkconnell, Thomas A.....	B.A., Queen's.....	Math.....	1908	29	3	2,100	.....	.....
	Jennings, Edwin Wm.....	B.A., Tor.....	Eng. and Hist.	1909	12	4	.....	1,800	.....
	Lucas, Gavin A.....†....	B.A., Tor.....	Commercial	1910	12	6	.....	1,700	.....
	Firth, Thomas	M.A., Tor.....	Science.....	1912	4½	2½	.....	1,700	.....
	Moir, Catherine Elizabeth	.....	.....	1908	20½	4	.....	.....	1,100
	Wheelton, Leonard	.....	Art .....(Interim).	1911	6½	2	.....	1,400	.....
	Gibson, Ethel	B.A., Tor.....	Mods. and Hist.....	1912	9½	....	.....	.....	1,500
	Hooper, Arthur G.....	M.A., Tor.....	Classics.....	1913	2½	2½	.....	1,600	.....
	O'Neill, Albert E.....	B.A., Queen's.....	Eng. and Hist.....	1914	2½	....	.....	1,400	.....
	Kerfoot, R. Roy.....	.....	.....	1914	2½	....	.....	1,200	.....
	Brockenshire, Melville C....‡(Int.)	.....	.....	1914	½	1	.....	1,200	.....
	Knight, A. A.....	B.S.A., Tor.....	(Agriculture Instructor)....	1913	1½	....	.....	1,400	.....
London.....	Rogers, George F.	B.A., Vic.....	Science.....	1913	21	....	2,500	.....	.....
	McVicar, Archibald	B.A., Tor.....	Eng. and Hist.....	1903	17½	4½	.....	1,900	.....
	MacDonald, Geo. Leslie	B.A., Tor.....	Eng., Fr. and Ger.....	1908	22	7	.....	1,950	.....
	McKellar, Herbert Sutherland	B.A., Tor.....	Fr. and Ger.....	1909	19½	....	.....	1,900	.....
	Dickenson, James Arthur	.....	Commercial.....	1895	28	4	.....	1,900	.....
	Andrus, Guy Ambrose	.....	.....	1888	30	7⅓	.....	1,800	.....
	Riddell, Frank P.....	B.A., Tor.....	Classics.....	1898	25	....	.....	1,900	.....
	Mooney, Wm. H. Thos.....	B.A., Tor.....	Classics .....(Interim)	1903	12½	6	.....	1,950	.....
	Gray, Neil Roy	B.A., Tor.....	Mods. and Hist.....	1904	11½	3	.....	1,850	.....
	Cameron, John H.....	.....	.....	1911	18	9	.....	1,800	.....
	Buchanan, John Alexander.....	B.A., Queen's.....	Commercial	1907	13½	3	.....	1,800	.....
	Walker, Arthur John	B.A., Queen's.....	Commercial .....(Interim).	1908	11	8	.....	1,800	.....
	McRoberts, Joseph H. W.....	.....	.....	1911	6	16	.....	1,800	.....
	Calvert, Joseph Fletcher.....	M.A., McMaster.....	Science.....	1909	10	1½	.....	1,800	.....
	Martin, Stephen	B.A., Tor.....	Math.....	1912	28½	3½	.....	1,900	.....
	Bluett, Claude K.	B.A., Queen's.....	.....	1912	2½	14	.....	1,600	.....
	Kelso, Alice C.	.....	.....	1897	19½	2½	.....	.....	1,400

†Holds Elementary Art certificate.

‡Holds certificate in Elementary Physical Culture.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
London—Con..	Winnett, Violet Eleanor	B.A., Western		1912	2½	23	.....	.....	1,400
	Firth, Joseph W.	B.A., Tor.	Science	1914	7	2	.....	1,800	.....
	Houser, Wilfred H.	M.A., Queen's	Math.	1914	5	....	.....	1,800	.....
	Menhennick, Ada M.	B.A., McMaster	Mods. and Hist.... (Interim)	1914	2½	3½	.....	.....	1,300
	McCamus, Bessie	B.A., Tor.	Eng. and Hist.... (Interim)	1914	5	....	.....	.....	1,200
	Nash, Mary V. (Interim)	B.A., Queen's		1914	½	6	.....	.....	1,200
	Davidson, S. Kelso		(Art Instructor)	1887	34	....	.....	900	.....
	Macpherson, Mary C.	B.A., Queen's	(Household Science Instr.)	1908	12	....	.....	.....	1,300
	Gregory, William		(Drill Instructor)	1902	.....	....	.....	.....	.....
Morrisburg....	Elliott, Thomas E.	B.A., Tor.	Fr. and Ger.	1914	26	....	1,700	.....	.....
	Boyd, Annie Alicia	M.A., Queen's	Commercial, Science	1907	10½	8	.....	.....	1,450
	Fair, Loretto C.	B.A., Tor.	Math. and Physics	1915	2	....	.....	.....	1,350
	Pringle, Gertrude †....	B.A., Tor.	Classics	1912	9½	3¼	.....	.....	1,350
	Arkell, Bessie M. †(Interim)	B.A., McMaster	Eng. and Hist.	1914	1	2	.....	.....	925
	Bradt, Emerson Peart	B.S.A., Tor.	(Agriculture Instructor)	1912	3	....	.....	1,300	.....
Napanee.....	Maclean, Godwin V.	M.A., Tor.	Math.	1913	22	1½	1,700	.....	.....
	Corkhill, Edward J.	B.A., Queen's	Science	1913	26	2	.....	1,500	.....
	Taylor, William B.	M.A., Tor.	Classics	1912	2½	1½	.....	1,500	.....
	Bain, Mary (Interim)	B.A., Tor.	Mods. and Hist.	1914	2	....	.....	.....	1,075
	Baker, Sarah J.		Commercial ..... (Interim)	1914	9½	2½	.....	.....	1,200
	Locklin, Elva J. (Interim)	B.A., Tor.		1914	1	4	.....	.....	975
	Hall, Henry W. (Interim)			1915	1½	....	.....	900	.....
	Curran, George B.	B.S.A., Tor.	(Agriculture Instructor)	1912	2	....	.....	1,300	.....
Niagara Falls.	Dickson, James D.	B.A., Tor.	Math.	1893	27	3	2,000	.....	.....
	Walker, David McKenzie		Commercial	1893	25	16	.....	1,700	.....
	Will, George Edwin	B.A., Tor.	Classics	1901	15	3	.....	1,700	.....

	Logan, Jessie McKenzie	B.A., Tor.	Mods. and Hist.	1907	7½	....	.....	.....	1,400
	Ward, Clara Anne	B.A., Tor.	Mods. and Hist.	1910	11⅓	....	.....	.....	1,400
	Norrish, Vera E.	B.A., Queen's		1913	3½	⅜	.....	.....	1,200
	Bielby, George H.	B.A., Tor.	Science	1913	7½	7	.....	1,600	.....
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	1913	6	....	.....	.....	1,350
	Vandersluys, Captain Chas. H.		(Physical Director)	.....	.....	....	.....	.....	.....
North Bay	Brown, Percy W.	B.A., Queen's	Science	1913	21	4	2,300	.....	.....
	Wallace, Frank D.	M.A., Queen's	Math.	1913	4½	....	.....	1,750	.....
	Kerfoot, Horace W.	B.A., Queen's	Classics	1914	10	11	.....	1,750	.....
	Harris, Mary A.	B.A., McMaster	Mods. and Hist.	1914	4½	½	.....	.....	1,300
	McRae, Caroline J.	B.A., Queen's	Eng. and Hist.	1914	5½	½	.....	.....	1,250
	Bottoms, Emma M. †.		Commercial	1914	2½	9	.....	.....	1,200
Orillia	Lillie, John T.	B.A., Vic.	Classics	1910	27½	....	1,850	.....	.....
	Doidge, Thomas Clarke	B.A., Tor.	Math., Commercial	1899	21	8	.....	1,500	.....
	McGill, David H. (Interim)	M.A., Queen's	Science	1914	3	3½	.....	1,500	.....
	Watterworth, Grace McCully		Commercial	1914	13½	2	.....	.....	1,250
	Parker, Mrs. Frances Gray. (Int.)	B.A., Tor.	Eng. and Hist.	1914	2	....	.....	.....	1,100
	Kells, Emma M. †‡.	M.A., Tor.	Mods. and Hist.	1914	2	....	.....	.....	1,000
	de Guerre, Laura Belfry. (Interim)	B.A., Tor.	Mods. and Hist.	1914	½	....	.....	.....	1,000
	Clark, Ira Ethelbert. ‡.			1906	8½	7	.....	1,150	.....
Ottawa	McDougall, Alexander Hiram	B.A.,Tor.; LL.D.,Qns.	Math.	1889	31	....	3,400	.....	.....
	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	18	3	.....	2,400	.....
	Marty, Aletta Elise	M.A., Queen's	Fr. and Ger.	1903	20	3	.....	.....	2,400
	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	19	....	.....	2,400	.....
	Hardie, William	B.A., Tor.	Classics	1905	23	....	.....	2,400	.....
	Stothers, Robert	B.A., Queen's		1887	28	8	.....	2,200	.....
	Hood, Finlay		Commercial (Interim) Art.	1906	10	7	.....	2,000	.....
	Simpson, Robert S.		Commercial	1903	16	9	.....	2,100	.....
	Smeaton, William	B.A., Tor.	Science	1906	14½	1½	.....	2,000	.....
	Nichol, William Wallace	B.A., Tor.	Math.	1909	17½	1½	.....	2,200	.....
	Stevenson, Wm. John			1906	24	8	.....	1,940	.....
	Tomkins, Elizabeth Augusta			1902	12½	19	.....	.....	1,600
	McManus, Emily	M.A., Queen's	Eng. and Hist.	1906	19	3½	.....	.....	1,600
	Mann, Harry Clarke	B.A., McMaster		1907	7½	6	.....	1,800	.....
	Graham, William Andrew	B.A., Tor.		1908	16½	3	.....	1,970	.....
	McMillan, George O.	M.A., B.Pæd., Qn's.	Science	1909	9	½	.....	2,000	.....
	Kaiser, Jesse Bermath			1909	21	4	.....	1,800	.....
	Muir, Jessie	M.A., Queen's	Fr. and Ger.	1909	5½	8	.....	.....	1,500
	Mabee, George Elliott	B.A., Tor.	Classics (Interim), Fr. & Ger.	1910	21½	....	.....	1,900	.....
	Lane, James Stanley	B.A., Tor.	Fr. and Ger.	1911	18	....	.....	1,800	.....
	Stewart, George B.	B.A., Queen's	Math.	1911	5½	2	.....	1,700	.....
	Gilchrist, Dugald A.	B.A., B.Pæd., Tor.	Eng. and Hist.	1912	9½	7	.....	2,000	.....

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Ottawa—Con..	Donaldson, William	B.A., Tor.	Science	1912	14	5½	.....	1,700	.....
	Smith, Henry Lloyd	.....	.....	1912	5	6½	.....	1,600	.....
	Ellis, Oscar Frederick Wm...(Int.)	B.A., Tor.	.....	1913	1½	....	.....	1,500	.....
	Curtis, Jeremiah Thomas....(Int.)	.....	.....	1913	1½	15	.....	1,400	.....
	Howie, James R.....(Int.	.....	.....	1914	1½	....	.....	1,300	.....
	Anderson, Frank Cecil	B.A., M.D.C.M., Qn's..	Science, Commercial	1914	9⅓	5	.....	1,800	.....
	Readdie, George .....(Interim)	B.A., McM.; M.A., Ed..	Fr. and Ger.	1914	2	....	.....	1,400	.....
	Latour, Charles Auguste.....(Int.)	B.A., Laval	.....	1914	½	1	.....	1,200	.....
	Huggins, Sergeant-Major	.....	(Physical Director)	1912	.....	....	.....	.....	.....
Owen Sound..	Murray, Thomas	B.A., Tor.	Math.	1897	21	....	2,250	.....	.....
	Packham, James Henry.....†....	B.A., Vic.	Math., Commercial	1884	31⅓	2	.....	1,750	.....
	Brown, Lyman	M.A., Tor.	Classics	1903	17½	1½	.....	1,750	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.	1909	13⅓	....	.....	1,750	.....
	Robertson, George A.	B.A., Tor.	Science	1909	10½	5	.....	1,750	.....
	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.	1910	12⅓	....	.....	1,750	.....
	Dowkes, William J. .....‡....	.....	.....	1903	11	12	.....	1,250	.....
	Asselstine, Oliver	M.A., Queen's	Math.	1907	7⅓	....	.....	1,450	.....
	Edwards, Grace .....‡....	M.A., Tor.	Mods. and Hist. ..(Interim)	1909	6½	....	.....	.....	1,150
	Shaver, Charles A.	B.A., Queen's	.....	1909	6⅓	4½	.....	1,150	.....
	Lailey, Marion B.....‡(Interim)	B.A., Tor.	.....	1912	3	....	.....	.....	900
	Pritchard, Frances Palmer	.....	(Household Science Instr.)..	1907	8	....	.....	.....	800
	Mann, William S.....(Interim)	.....	(Manual Training Instr.)...	1912	2	5	.....	1,200	.....
Perth.....	Marlin, Lewis Alexander	M.A., Queen's	Science	1910	7	7	1,700	.....	.....
	Cowan, Margaret Taylor	B.A., Tor.	Classics	1910	8⅓	....	.....	.....	1,400
	McRae, Donella Maud	B.A., Queen's	Mods. and Hist.	1911	10½	2	.....	.....	1,300
	Walker, Helen Campbell	B.A., Queen's	.....	1911	3⅓	....	.....	.....	850

	Clark, Donald McKenzie		Commercial	1912	3½	....	.....	1,300	.....
	Challen, Newton Eugene....‡	B.A., McMaster	Math.	1913	4½	3	.....	1,500	.....
	Dawson, W.	B.S.A., Tor.	(Agriculture Instr.)	1913	1½	....	.....	1,300	.....
Peterborough..	Kenner, Henry Rowe H.	B.A., Tor.	Classics	1893	26	½	2,400	.....	.....
	Fessenden, Cortez	M.A., Trin.	Math.	1890	39	3	.....	1,900	.....
	Stubbs, Samuel James	B.A., Tor.	Eng. and Hist., Classics	1907	18	3	.....	1,815	.....
	Harvey, John Franklyn	B.A., Queen's		1907	7½	9	.....	1,500	.....
	Pettit, Louis John	B.A., Queen's	Eng. and Hist.	1908	9½	3	.....	1,815	.....
	Jamieson, Clinton Egerton	B.A., Queen's	Commercial	1911	10½	1	.....	1,660	.....
	Morris, Francis J. A.	M.A.,Tor., B.A.,Oxon.	Classics (Interim)	1913	4	....	.....	1,600	.....
	McBride, Sarah M.			1913	13	....	.....	.....	1,350
	Hone, Arthur D. (Interim)	B.A., Tor.	Science, Phys. Cult.	1914	2	2	.....	1,660	.....
	Browne, Carl S. (Interim)	M.A., McMaster	Math. and Phys.	1914	1	....	.....	1,600	.....
	Henry, V. Roland (Interim)	M.A., Queen's	Science	1914	½	....	.....	1,600	.....
	Williams, Mary I.	B.A., Queen's	Mods. & Hist.	1915	8½	....	.....	.....	1,600
Picton	Minns, James Edward	B.A., Vic.	Math., Science	1911	23	3	2,000	.....	.....
	Bigg, Edmund Murney	M.A., Tor.	Science	1906	41	....	.....	1,400	.....
	Solmes, Harriette Mary	B.A., Queen's		1912	7	1½	.....	.....	1,000
	Hewitt, Cora Eleanor	B.A., Tor.	Mods. and Hist.	1913	2½	2½	.....	.....	1,150
	Grose, Annie Rebecca....†		Commercial (Interim)	1913	8½	6	.....	.....	1,100
	Evans, George Elmo.... (Interim)	B.A., Tor.	Classics	1914	1	....	.....	1,300	.....
	Gulston, Chas. Samuel... (Interim)			1914	½	2	.....	1,000	.....
	MacVannell, Alexander P.	B.S.A., Tor.	(Agriculture Instr.)	1909	5½	....	.....	1,500	.....
Port Arthur..	Howell, William B. L.	B.A., Tor.	Classics	1904	17	....	2,400	.....	.....
	Cranston, David Loudon	B.A., Tor.	Math.	1907	11	....	.....	2,000	.....
	Rosevear, Howard Stanley	B.A.,Tor.; M.A.,Harv.	Commercial (Int.), Science...	1910	19	....	.....	2,000	.....
	Aitchison, Belle ....†			1903	20	3	.....	.....	1,400
	Bartlett, Cora		Commercial	1912	4½	6½	.....	.....	1,600
	Bristol, Sadie K.	B.A., Tor.	Mods. and Hist.	1913	4	....	.....	.....	1,500
	Ross, Jessie D.		(Household Science Instr.)..	1914	1	....	.....	.....	950
	Phelan, Frank John		(Manual Training Instr.)...	1914	⅓	5	.....	1,500	.....
Renfrew.....	Bryan, Hugh Wallace	M.A., Queen's	Classics	1907	17½	....	1,950	.....	.....
	Baird, Alex. William	M.A., Queen's	Eng. and Hist., Fr. and Ger....	1908	6½	....	.....	1,600	.....
	Forrest, William	B.A., M.D., Tor.	Science	1910	24	6	.....	1,450	.....
	Corkery, Florence	M.A., Queen's	Eng. and Hist.	1910	7	3	.....	.....	1,250
	Higginson, Maria A.	B.A., Queen's	Math. (Interim)	1914	13	2	.....	.....	1,250
	Fritz, Olive (Interim)		Commercial	1913	3½	....	.....	.....	1,100
	McGregor, Pearl (Interim)			1912	2½	3½	.....	.....	950
	Eckmier, Lloyd Albert... (Interim)			1914	½	2	.....	1,000	.....

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915—Continued

Collegiate Institutes	Name of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School of Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Ridgetown....	Frost, Francis Henry	B.A., Tor.....	Math.....	1912	20	2	1,600	.....	.....
	MacLaurin, James L.....(Interim)	B.A., McMaster.....	Science.....	1913	4	....	.....	1,500	.....
	Breckon, Flora Louise.....	B.A., Tor.....	Classics .....(Interim)	1910	4½	....	.....	.....	1,200
	Trenaman, Mabel Natalie.....	B.A., Tor.....	Mods. and Hist.....	1910	12⅓	....	.....	.....	1,050
	Firby, Mrs. Emma Ford.....	.....	Commercial .....(Interim)	1913	5	4	.....	.....	1,000
St. Catharines	Coombs, Albert Ernest.....	M.A., B.Pæd., Tor...	Classics.....	1909	22½	....	1,950	.....	.....
	Odlum, Eleanor Dora.....	B.A., Trin.....	Mods. and Hist.....	1907	11⅓	1	.....	.....	1,600
	Carefoot, George Andrew.....	B.A.,B.Pæd., Queen's.	Science.....	1911	18	5½	.....	1,750	.....
	Anderson, Lillie C.....	.....	Commercial.....	1912	11	3	.....	.....	1,300
	Lauder, Beatrice G.....	M.A., Queen's.....	Eng. and Hist.....(Interim)	1912	3	....	.....	.....	1,200
	Hartford, Leo	.....	.....	1912	3½	....	.....	1,200	.....
	Taylor, Wilson	B.A., Tor.....	Math.....	1914	29	2½	.....	1,600	.....
	Fitzgerald, Eliza S.....	M.A., Queen's.....	Classics.....	1914	30½	....	.....	.....	1,000
	MacKenzie, Eva F.....	.....	Art.....	1914	6½	9½	.....	.....	1,000
	Govenlock, Charles .....(Interim)	.....	.....	1914	2	2	.....	1,000	.....
	Genner, Madeline .....(Interim)	B.A., Tor.....	Phys. Culture.....	1914	....	....	.....	.....	900
	Brackenbury, George L..(Interim)	.....	.....	1914	2	1	.....	1,000	.....
St. Mary's....	Wright, William Jonathan ..‡....	M.A., Tor.....	Classics.....	1913	13½	3½	1,800	.....	.....
	Haydon, Wm. James.....	M.A., McMaster.....	Science.....	1911	3½	....	.....	1,600	.....
	Matthews, Herbert L.....(Interim)	B.A., McMaster.....	.....	1914	1	....	.....	1,000	.....
	Bocking, William Reginald.....	M.A., Tor.....	Math. and Phys.....	1913	2⅓	1	.....	1,600	.....
	Ward, Ada Louise.....	M.A., Tor.....	Mods. and Hist.....	1913	6⅓	3	.....	.....	1,400
	MacGregor, Mrs. Jeanette E..†....	.....	Commercial.....	1913	5	4	.....	.....	1,200
	Rogers, Mary Elizabeth Vera(Int.)	.....	.....	1913	1½	4	.....	.....	750
St. Thomas...	Voaden, Arthur C.....	M.A., Queen's.....	Eng. and Hist., Com.....	1903	20	2	2,200	.....	.....
	Cook, Margaret	M.A., Tor.....	Eng. and Hist., Fr. and Ger....	1903	19	....	.....	.....	1,700
	Liebner, Ernest O.....	B.A., Queen's.....	Science.....	1909	21	....	.....	1,800	.....

	Gray, George L.	B.A., Tor.	Eng. and Hist.	1909	7½	....	.....	1,700	.....
	Henderson, James V.	B.A., Tor.	Classics	1911	12	3	.....	1,700	.....
	Wing, Henry			1908	7	9	.....	1,400	.....
	McEachern, John G.	B.A., Queen's	Eng. and Hist. (Interim)	1909	6½	4½	.....	1,500	.....
	Thomas, Neil J.		Art (Interim)	1910	5	7	.....	1,500	.....
	Berney, Laura J.	B.A., Queen's		1911	7	....	.....	.....	1,300
	Oates, Thos. William		Commercial (Interim)	1911	3½	2	.....	1,400	.....
	Wilkinson, James E.	B.A., Tor.	Commercial	1913	5	3	.....	1,700	.....
	Stone, Alice B.		Commercial	1913	12½	8	.....	.....	1,400
	Skirrow, William A.	M.A., Queen's	Math.	1914	4½	....	.....	1,700	.....
	Palmer, Ethel M.		Household Science	1914	½	5½	.....	.....	800
	Thompson, Charles D. (Temp.)		(Manual Training Instr.)	1915	.....	....	.....	1,000	.....
	Beeson, James		(Physical Director)	1911	.....	....	.....	.....	.....
Sarnia	Overholt, Arthur Milton	M.A., McMaster	Math.	1913	13	½	2,200	.....	.....
	Grant, David Mills	B.A., Tor.	Classics	1885	31	....	.....	1,800	.....
	Dent, William Arthur		Science	1904	17	2	.....	1,800	.....
	Oakley, Muriel Gladys	M.A., Tor.	Eng. and Hist.	1910	5½	....	.....	.....	1,600
	O'Donoghue, Mary Helen	M.A., Tor.	Mods. and Hist.	1912	6½	....	.....	.....	1,450
	Campbell, Minnie M.		Commercial	1912	7½	10½	.....	.....	1,150
	Cruickshank, Libbie			1913	9½	5	.....	.....	1,150
	Cook, Leslie B. ‡(Interim)			1913	1½	....	.....	1,150	.....
Seaforth	MacKay, Donald A.	B.A., Queen's	Science	1914	14	5	1,700	.....	.....
	Ross, John Francis (Interim)	M.A., Tor.	Math. and Phys., Phys. Cult.	1913	1½	2½	.....	1,500	.....
	Gibson, Edith G. (Interim)	B.A., Tor.	Classics	1914	2	....	.....	.....	1,200
	Murray, M. Louise	M.A., Tor.	Mods.&Hist., Eng.&Hist. (Int.)	1914	4	....	.....	.....	1,100
	Weatherill, Helen E. M.		Commercial (Interim)	1914	4½	1	.....	.....	1,000
Smith's Falls	Rose, Robert Chas.	B.A., Tor.	Math.	1907	23	3½	1,950	.....	.....
	Forrester, John Wilfrid	M.A., Queen's	Science	1910	5½	4	.....	1,750	.....
	Burns, Charles James	B.A., Queen's	Classics	1912	5½	....	.....	1,600	.....
	McWhorter, Mary Ann Victoria	B.A., Tor.	Mods. and Hist.	1909	5½	....	.....	.....	1,100
	Weir, Julia M. (Interim)	B.A., Queen's		1913	3	12	.....	.....	1,000
	Squire, William James. (Interim)		Commercial	1914	1	3½	.....	1,200	.....
	Montgomery, Vivien (Interim)	B.A., Tor.		1914	2	1	.....	.....	800
	Ferguson, William Thomas		(Manual Training Instr.)	1912	3	12	.....	1,600	.....
	Pringle, Florence		(Household Science Instr.)	1913	2	....	.....	.....	700
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Classics	1891	31	2	2,300	.....	.....
	Malcolm, George	B.A., Queen's	Eng. and Hist.	1890	30	6	.....	1,650	.....
	Sprung, Whitfield Lyman	B.A., Tor.	Math.	1908	11	5	.....	1,900	.....
	Marty, Sophie E.	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1900	22	3	.....	.....	1,600
	McMillan, William James	B.A., Tor.	Science	1912	5½	5	.....	1,600	.....
	McQueen, Rose J.	B.A., Tor.	Eng. and Hist.	1912	7	1	.....	.....	1,600

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes.	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Stratford.—*Con.*	Taylor, Daisy E.	.....	.....	1914	10	4½	.....	.....	1,100
	Doherty, Mabel †.	.....	Commercial	1908	12	2	.....	.....	1,300
	Day, John Wilfred	.....	.....	1908	7	14	.....	1,400	.....
	Murday, Arthur M.	.....	.....	1914	3½	8	.....	1,400	.....
	Hiscox, William F. ‡(Interim)	.....	.....	1913	1½	....	.....	1,200	.....
	McCrimmon, Leo (Interim)	M.A., McMaster	.....	1914	....	....	.....	1,200	.....
	Tench, Franklin J.	.....	Manual Training	1913	1½	....	.....	1,400	.....
	Miller, Beulah	.....	(Household Science Instr.)	1914	....	8	.....	.....	800
Strathroy	Sexton, James Henry	M.A., Queen's	Science	1914	18	9	1,900	.....	.....
	Althouse, John G. (Interim)	B.A., Tor.	Classics, Phys. Culture	1913	1½	....	.....	1,400	.....
	Johnson, Leah Bidena	M.A., Tor.	Math.	1910	8	....	.....	.....	1,250
	Henry, Elizabeth Craven	B.A., Queen's	Mods. & Hist., Fr. & Ger.	1913	5½	13	.....	.....	1,250
	Edwards, Margaret A. (Interim)	.....	Commercial	1913	2	4	.....	.....	1,100
Toronto, Harbord St.	Hagarty, Edward William	M.A., Tor.	Classics	1892	31	....	3,200	.....	.....
	Balmer, Eliza May	B.A., Tor.	Eng., Fr. and Ger.	1892	25½	1	.....	.....	2,400
	Lawler, Gertrude	M.A., Tor.	Eng., Fr. and Ger., Math.	1892	23	....	.....	.....	2,400
	Ivey, Thomas Joyce	M.A., Tor.	Science	1909	18½	....	.....	2,300	.....
	Glassey, David Alex.	B.A., Tor.	Classics	1906	20½	....	.....	2,400	.....
	Wightman, Robert	B.A., Tor.	Math.	1908	17	....	.....	2,400	.....
	Brown, Harry W. †.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	20	....	.....	2,000	.....
	Keast, Walter	B.A., Tor.	Math.	1907	8½	5	.....	2,200	.....
	Fraser, Charles G. (Jr.)	M.A., Tor.	Science (Interim)	1910	4½	....	.....	1,700	.....
	Young, Edmund T.	.....	.....	1911	8	20	.....	1,900	.....
	Carlyle, John Aitken	B.A., Tor.; M.A., Harv.	Eng. and Hist.	1911	5	2	.....	1,700	.....
	Ayers, M. Huntley	M.A., Queen's	Science	1911	10½	8	.....	2,000	.....
	Hawkins, Maud Mary	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1911	14	....	.....	.....	1,800
	Knight, Carrie M.	M.A., Tor.	Classics, Eng. and Hist.	1913	5½	....	.....	.....	1,600

	Adams, John Hamilton	B.A., Tor.		1913	6½	....	.....	1,700	.....
	Lamb, Walter J.	M.A., Queen's	Math.	1913	3½	3	.....	1,700	.....
	Corbett, Lewis Hamilton (Interim)	M.A., Tor.	Mods. and Hist.	1913	1½	....	.....	1,600	.....
	Kent, Eleanor †....		Commercial	1913	16	2½	.....	.....	1,600
	Jermyn, Percy T.	M.A., Tor.	Eng. and Hist.	1914	13	2	.....	2,150	.....
	Rochat, Madame (née Dafoe, M. N.)	M.A., Tor.	Mods. and Hist.	1914	5	....	.....	.....	1,600
Toronto, Parkdale	Smith, Gilbert Acheson	B.A., Tor.	Science	1889	33	4	3,200	.....	.....
	Spence, Nellie	B.A., Tor.	Classics, Eng.	1889	26	1	.....	.....	2,400
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.	1900	21	....	.....	.....	2,400
	Cosens, Absalom	M.A., Ph.D., Tor.	Science	1904	18	2	.....	2,400	.....
	Mills, John Hudson	M.A., Queen's	Classics	1906	24	1	.....	2,400	.....
	Sinclair, John	B.A., Tor.	Math. (Interim)	1897	26	8	.....	2,200	.....
	Phillips, Wm. A.	B.A., Tor.	Fr. and Ger., Eng.	1906	26	1½	.....	2,200	.....
	Reid, Thos. Emerson	B.A., Tor.		1905	10	8½	.....	2,200	.....
	Smith, Arthur	B.A., Tor.	Science	1907	13	3	.....	2,200	.....
	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	13	1	.....	.....	2,200
	Hutchinson, John I.	M.A., Tor.	Eng. and Hist. (Interim)	1909	6	....	.....	1,800	.....
	Darroch, William F.			1910	5	16	.....	1,900	.....
	Keith, George W.	B.A., Tor.	Math.	1912	16½	....	.....	2,300	.....
	Dugit, Rosalie A. ‡....	M.A., Tor.	Classics	1913	6½	....	.....	.....	1,700
	Bicknell, Harry Elmer		Art	1913	3½	....	.....	1,600	.....
Toronto, Jarvis St.	Jeffries, John	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	27	1	2,500	.....	.....
	Lougheed, Wm. James	M.A., Tor.	Math.	1907	11½	3½	.....	2,200	.....
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	8½	....	.....	2,000	.....
	Hardy, Edwin Austin	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.	1910	24	....	.....	1.900	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.	1882	32½	1	.....	.....	2,200
	Keillor, James	B.A., Queen's	Eng. and Hist.	1905	23	3	.....	2,200	.....
	Halbert, Edwin J.	B.A., Tor.	Science	1910	5½	3	.....	1,800	.....
	Murdoch, William Eugene	B.A., Tor.	Classics	1910	4½	16	.....	1,900	.....
	Barnes, Charles Herbert		Physical Culture	1910	4½	16	.....	1,900	.....
	O'Connell, Marguerite E. (Interim)	B.A., Queen's	Fr. and Ger.	1908	6½	2	.....	.....	1,900
	Tapscott, Harry Byron	M.A., McM. & Harv.	Fr. and Ger.	1912	10	6½	.....	2,350	.....
	Milburn, Clement Alvin	B.A., Tor.	Math.	1912	6½	....	.....	1,600	.....
	Durie, Helen F. ‡(Interim)	M.A., Tor.		1913	1½	....	.....	.....	1,600
	Barnes, Charles Lancelot	B.A., Tor.	Classics	1913	12	4½	.....	2,300	.....
	Allin, Arthur Everett. †(Interim)	M.A., Tor.		1913	1½	....	.....	1,500	.....
	Smith, Arthur F.	B.A., McMaster		1914	4½	....	.....	1,500	.....
Toronto, Humberside	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng.	1894	28	1½	3,200	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	28	....	.....	2,400	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.	1901	28	....	.....	.....	2,400
	Johnston, Frederick James	M.A., Tor.	Science	1904	17	3	.....	2,400	.....

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

Collegiate Institutes.	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Toronto, Humberside. *Con.*	Jones, George Mallory	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	17	....	.....	2,300	.....
	Bennett, John S.	B.A., Tor.	Classics	1909	6½	6	.....	1,900	.....
	Stewart, Kate L. ‡	B.A., Tor.	Eng. and Hist.	1911	7	½	.....	.....	1,700
	Morrow, John D. ‡	B.A., Tor.	Classics	1913	18½	....	.....	1,700	.....
	Patterson, Arnott M.	M.A., Queen's	Science	1913	6½	½	.....	1,800	.....
	Clarke, Bruce W. (Interim)	B.A., McMaster	Math., Science, Phys. Culture	1913	3	....	.....	1,600	.....
	Barr, Annie Estelle. ‡ (Interim)	B.A., Tor.	Mods., and Hist.	1913	2½	....	.....	.....	1,500
	Colbeck, Wilhelmina L. ‡	B.A., Tor.	Mods., and Hist.	1913	2	....	.....	.....	1,500
	Hatch, Salem B.	.....	Art, Commercial	1909	10	8	.....	2,000	.....
	Evans, William Arthur	.....	.....	1904	10½	20	.....	2,200	.....
	McQuarrie, Ernest C.	B.A., Tor.	Phys. Culture	1915	2½	....	.....	1,500	.....
Toronto, Malvern Ave	Lehmann, Carl A. K.	B.A., Tor.	Science	1910	19	2	3,000	.....	.....
	Wood, Frank Herbert	B.A., Tor.	Math.	1910	9½	....	.....	2,400	.....
	Horton, Charles William. †	B.A., Queen's	Eng. and Hist.	1911	21	7	.....	2,400	.....
	Graham, Louis H.	M.A., Tor.	Science	1912	15	5	.....	2,200	.....
	Lingwood, Frederick Houchen	M.A., Tri., D.Pæd., Que.	Classics	1910	22	....	.....	2,000	.....
	Barr, Lydia Adams	B.A., Tor.	Mods. and Hist.	1908	22	9	.....	.....	1,950
	Dafoe, Helen I. ‡	B.A., Vic.	Mods. and Hist.	1914	2½	....	.....	.....	1,600
	Clarke, Lorne H. (Interim)	B.A., McMaster	Math. & Physics, Phys. Cult.	1914	½	....	.....	1,500	.....
Toronto, Oakwood	Gray, Robert Alex.	B.A., Tor.	Math.	1910	30	....	2,900	.....	.....
	Clarke, Frederick Hall	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1908	19	....	.....	2,400	.....
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	13	....	.....	2,300	.....
	Kennedy, Thomas	M.A., Queen's	Math.	1908	15	2½	.....	2,300	.....
	Jewett, Albert Edward	B.A., Queen's	Science	1908	27	3½	.....	2,400	.....
	Dunkley, Albert W.	M.A., Queen's	Classics	1913	14½	....	.....	2,000	.....
	Ketcheson, Florence Blanche	B.A., Tor.	Mods. and Hist.	1908	9	....	.....	.....	2,000
	Barlow, Frederick J. (Interim)	B.A., Tor.	.....	1915	½	2	.....	1,400	.....
	McDonald, Evelyn. (Interim)	M.A., Tor.	Mods. and Hist.	1913	2½	....	.....	.....	1,400

	Ball, Alice I. N.....(Interim)	B.A., Tor	Math	1913	1½	....	.....	.....	1,400
	McQuarrie, George B.	M.A., Tor	Classics, Phys. Cult. (Interim)	1914	5	....	.....	1,500	.....
	Hanna, William E.....(Interim)	B.A., Queen's	Mods. and Hist	1914	1½	5	.....	1,600	.....
	Barton, Ambrose R..‡..†(Interim)	B.A., Tor		1914	½	2	.....	1,400	.....
	Barry, Minnie L.....(Interim)	B.A., Tor	Art	1914	1	....	.....	.....	1,400
	Sutherland, Isabel	B.S., Columbia	(Household Science Instr.)	1912	2½	10	.....	.....	1,200
	Shortill, Robert Nickell		Manual Training..(Interim)	1912	2½	26	.....	1.800	.....
Toronto, Riverdale...	Michell, William C	B.A., Tor	Classics	1910	23	....	2,900	.....	.....
	Moore, James Rosington	M.A., Queen's	Science	1907	16	½	.....	2,400	.....
	Wren, John Stewart	B.A., Tor	Math	1907	16	....	.....	2,400	.....
	Willson, Alice M	B.A., Tor	Fr. and Ger	1908	11	4	.....	.....	2,300
	Watson, Erwin H. A	B.A., Tor	Mods. and Hist	1910	14	3	.....	2,300	.....
	McKinley, James M	B.A., Tor	Classics	1910	15	....	.....	2,200	.....
	Kidd, Truman William	B.A., Queen's	Art	1909	9½	6	.....	2,000	.....
	Rogers, William Henry	M.A., Trin	Math	1909	12½	2	.....	2,000	.....
	Dunnett, Alfred H.....‡	B.A., Queen's		1911	3½	11½	.....	1,800	.....
	Munro, Peter F	M.A.,Qn's.,B.Pæd.Tor	Classics	1913	14	½	.....	2,200	.....
	Nichol, S. Winnifred	M.A., Tor	Mods. and Hist	1914	4	....	.....	.....	1,500
	Flock, F. Arthur	B.A., Tor	Science	1915	5	2½	.....	1,600	.....
	Miller, E. Muriel	B.A., Tor	Household Science	1914	1	....	.....	.....	1,100
	Faw, Edward		Manual Training	1914	½	21	.....	1.600	.....
Vankleek Hill.	Mitchener, James L	B.A., McMaster	Science	1909	13	6	1,800	.....	.....
	McKay, Olive	B.A., Tor	Math	1913	3½	....	.....	.....	1,200
	Affleck, Elsie .....(Interim)	B.A., Tor	Classics	1913	1½	....	.....	.....	1,200
	Tiplady, Evelyn C. T....(Interim)		Commercial	1914	1	3½	.....	.....	1,100
	Otto, George S.....(Interim)	B.A., Queen's	Mods. and Hist	1914	½	3	.....	1,300	.....
Windsor.....	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	23	....	2,300	.....	.....
	Bell, Frederick Henry	B.A., Tor	Eng. and Hist., Fr. and Ger.	1898	21½	....	.....	1.800	.....
	Reid, Robert	B.A., Tor	Eng. and Hist., Fr. and Ger.	1909	21	4	.....	1,750	.....
	Brunt, Robert Anthony	B.A., Tor	Science	1905	12	1	.....	1,750	.....
	Cleary, Norah	B.A., Tor		1900	14	....	.....	.....	1,350
	Crassweller, Christopher L	B.A., Tor	Math	1913	30	2½	.....	1,750	.....
	Lowe, William Duff	M.A., Queen's	Eng. & Hist. (Int.), Classics	1908	6½	....	.....	1,750	.....
	Cunningham, Evangeline	B.A., Tor		1909	10	....	.....	.....	1,250
	Srigley, Edgar C		Commercial	1911	20	5	.....	1,750	.....
	Stockdale, Thomas N		Commercial (Interim)	1912	6	4	.....	1,750	.....
	Thompson, Peter M	M.A., Queen's	Science	1913	14½	5	.....	1,750	.....
	Belton, Mildred .....(Interim)	B.A., Tor		1915	½	⅜	.....	.....	1,000
	Clubine, Israel S		(Manual Training Instr.)	1913	2	3	.....	1,400	.....
	Breed, Gladys M.		(Household Science Instr.)	1914	.....	....	.....	.....	860
Woodstock....	Levan, Isaac Master	B.A., Tor	Classics, Eng., Mods	1898	33⅓	....	2,000	.....	.....
	Salter, Wesley John	B.A., Tor	Classics	1907	7½	....	.....	1,700	.....
	Whitton, Frederick A	B.A., Queen's	Fr. and Ger	1913	2½	....	.....	1,600	....

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							Principal	Male Assistants	Female Assistants
							$	$	$
Woodstock—*Continued*...	Staples, Louis Edgar	M.A., Queen's	Science	1910	12½	15	.....	1,700	.....
	Russell, John W.....(Interim)	M.A., McMaster	Math.	1914	½	3	.....	1,700	.....
	Robinson, Mary Alberta			1910	4	10	.....	.....	950
	Mackay, Emma L.			1910	4	3½	.....	.....	800
	Shook, Muriel Alitia			1912	2½	....	.....	.....	900
	McLeish, Sarah Josephine..(Int.)	B.A., Queen's	Eng. and Hist.	1914	....	4	.....	.....	1,000
	Buck, Charles Spurgeon. (Interim)			1914	....	1½	.....	900	.....
	Cragg, Estella R.		Commercial.....(Interim)	1914	5	2½	.....	.....	1,100
	Mercer, John S.		Manual Training	1905	10	6½	.....	1,550	.....
	White, Lila Kate Guthrie		(Household Science Instr.)	1911	3	4½	.....	.....	650
High Schools: Alexandria....	MacKay, Donald	M.A., Tor.	Classics	1895	25	2½	1,700	.....	.....
	Sweeney, Agnes Calvary.....†			1909	9	3½	.....	.....	1,200
	Maclennan, C. Lillie	B.A., Queen's		1911	6	1	.....	.....	1,200
	Clarry, Arthur R.....(Interim)		Physical Culture	1913	1½	1	.....	1,400	.....
Alliston.....	Davidson, Hugh	B.A., Tor.		1909	28	2	1,550	.....	.....
	McArthur, Annie M.	B.A., Queen's	Fr. and Ger.....(Interim)	1914	3	½	.....	.....	1,000
	Morton, Christina			1912	5½	....	.....	.....	850
Almonte.....	Millar, Frederick Gourlay	B.A., Tor.		1914	11	....	1,500	.....	.....
	Matthews, Jessie Edith	M.A., Tor.; B.A., Qn's		1908	6½	3	.....	.....	1,000
	Adams, Florence Jean	B.A., Tor.	Math. and Phys.	1913	2	....	.....	.....	1,000
	McDonald, Jas. Howitt..(Interim)			1914	½	....	.....	1,000	.....
Amherstburg..	Overholt, B. Percy			1910	6½	4	1,400	.....	.....
	Hicks, Viva			1912	6½	1	.....	.....	900
	Lott, Edith A.....(Interim)			1915	....	1	.....	.....	700

Arnprior	Rand, Wilfred Erle	B.A., Tor.	Math.	1910	22	1	1,900		
	Welsh, David A.	B.A., Tor.		1911	4	2½		1,600	
	Strang, Rose Innes			1911	17				1,100
	Fletcher, Beatrice L.	B.A., Tor.	Classics	1912	7½	2½			1,300
	Hall, Margaret M. S.	B.A., Queen's		1912	4½	5			1,100
Arthur	McRitchie, Alexander R. ***.	B.A., Tor.	Science	1913	17½	7	1,600		
	Lynch, Mary E.			1911	7½	2			900
	Kinnear, Jennie A. (Interim)	B.A., Queen's	Math.	1915					800
Athens	Follick, Thomas H.	M.A., Vic.	Science	1914	24½	2	1,800		
	Hitsman, Samuel A. (Interim)		Commercial	1913	1½	20		1,300	
	Mackay, Minnie B.	B.A., Queen's		1912	5½				1,100
	Davidson, Edith M.	B.A., Queen's		1914	3				900
	Ney, Louise Evelyn			1913	2½	3			850
	Smith, Walter H.	B.S.A., Tor.	(Agriculture Instructor)	1912	2½			1,300	
	Redmond, J. Hicks (Lieut.)		(Drill Instructor)	1913					
Aurora	Ewers, Charles F.	B.A., Queen's		1915	8	12	1,650		
	Hicks, Fred. M.			1912	8½	2½		1,250	
	Powell, Muriel E.	B.A., Western		1912	2½				900
	Ferguson, Muriel B. †			1913	3½				900
Avonmore	Simpson, John	M.A., Tor.		1914	10½	7	1,200		
	Bates, Annie E.			1914	4	2			700
	Pacey, Mabel I. (Interim)			1914	½	½			700
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math.	1883	40	1	1,800		
	Awde, Elgin O. ‡			1913	6	2		1,400	
	Martin, May Alice (Interim)	B.A., Tor.	Mods. and Hist.	1913	3	2½			1,100
	Story, Selina Gladys	M.A., Tor.	Mods. and Hist.	1914	12				1,600
	Summers, Lena			1915	4½	3			1,000
Beamsville	Pentland, George Ernest	M.A., Queen's	Math.	1914	9½	5½	1,600		
	Adams, Irene Sutcliffe. (Interim)	B.A., Man.		1914	½	1			700
	Chapman, Hattie			1912	3	3½			800
Belleville	MacLaurin, Peter Crawford	B.A., McMaster	Science	1909	10		1,900		
	Knight, William W.	B.A., Queen's	Math.	1892	26	5		1,750	
	Libby, Mary Fennessy	B.A., Vic.	Eng. and Hist., Fr. and Ger.	1910	19	4			1,450
	Guest, Emily J.	M.A., Tor.	Eng. and Hist.	1910	13				1,450
	Milburn, Edward Fairfax	M.A., Trin.		1870	44			1,250	
	James, G. Moffat †.	B.A., LL.B., Tor.		1912	3	15		1,550	
	Hitchon, A. Claire H.	M.A., McMaster	Mods. and Hist. (Interim)	1913	4				1,000
	Irwin, Norman A. (Interim)	B.A., Queen's	Physical Culture	1914	2	1½		1,400	
	Haynes, Andrew	B.A., Vic.		1914	4½	3		1,600	
	Templeton, Robina G.		(Household Science Instr.)	1913	1½				600

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Bowmanville..	Dandeno, James B. .....***....	B.A.,Qn's, Ph.D.,Hvd.	Science.....	1910	14	3¼	1,600	.....	.....
	Butson, William George. (Interim)	.....	.....	1914	1	....	.....	1,200	.....
	Smith, Isabel Keith.....†....	B.A., Tor.....	.....	1913	7	....	.....	.....	950
	Zuern, Maude E.....(Interim)	B.A., Tor.....	Classics.....	1914	½	....	.....	.....	1,100
Bradford.....	Wightman, Stanley	B.A., Queen's.....	.....	1915	10½	2½	1,600	.....	.....
	Mitchell, Isabella C.	.....	.....	1912	2½	....	.....	.....	800
	Hawkey, Ella L.....(Interim)	B.A., Tor.....	.....	1913	1½	....	.....	.....	850
Brampton.....	Fenton, William J.....	B.A., Tor.....	Classics.....	1891	24	1½	2,050	.....	.....
	Halnan, Lemen Robert	M.A., Trin.....	Math.....	1905	11	3	.....	1,750	.....
	Hutchinson, May R.....†....	.....	.....	1910	11	6	.....	.....	1,400
	Ball, Emerson Ewart	B.A., Tor.....	Mods. and Hist.....	1911	7½	....	.....	1,400	.....
	Percy, Herbert A.	.....	.....	1914	6	2	.....	1,700	.....
Brighton.....	Thackeray, Barton Earl	B.A., Tor.....	.....	1912	9	2½	1,600	.....	.....
	Conway, Irene Evelyn .....†....	.....	.....	1911	6	3	.....	.....	800
Caledonia.....	Campbell, Alexander	B.A., Tor.....	Math.	1913	24	3	1,600	.....	.....
	Hicks, Thomas James .....‡....	B.A., Queen's.....	.....	1913	2½	11½	.....	1,400	.....
	Thomas, Margaret	B.A., Queen's.....	.....	1911	3½	4	.....	.....	900
	Davidson, Mildred Pearl	B.A., Tor.....	.....	1912	2½	....	.....	.....	850
Campbellford..	Smith, Thomas Corlett	B.A., Queen's.....	Science.....	1909	15	14	1,800	.....	.....
	Smithson, Annie Laura	M.A., Tor.....	Classics.....	1911	3½	....	.....	.....	1,300
	Bruce, Helga Marjorie..†(Interim)	B.A., Tor.....	.....	1913	2	....	.....	.....	900
	Vogan, Robert George...(Interim)	.....	.....	1914	½	....	.....	900	.....

Carleton Place	Wethey, Edmund James	M.A.,Tor., B.A.,Trin..	Math.	1910	14	1	1,600	.....	.....
	Ewing, Florence May	B.A., Queen's.....	.....	1910	10½	2	.....	.....	1,100
	McNeely, Priscilla V. M.	M.A., Trin.....	Science.....	1913	5	1	.....	.....	1,000
	Davis, Irene .....†(Interim)	B.A., Tor.....	.....	1914	½	3	.....	.....	900
Cayuga.....	Skeele, James Eton.....	B.A., Tor.....	.....	1897	22	....	1,400	.....	.....
	Harvey, Martha Anne	B.A., Tor.....	Math., Physical Culture.....	1907	9	....	.....	.....	1,200
	Meadows, Persie Cecilia.....†....	.....	.....	1909	5½	4	.....	.....	800
Chatsworth...	McMahon, Frank Oliver	B.A., Tor.....	.....	1912	6½	6	1,400	.....	.....
	Eby, Emma L.....†....	.....	.....	1912	2½	4	.....	.....	850
Chesley.....	Bannister, John A.....	B.A., Queen's.....	Classics.....	1914	5	13	1,700	.....	.....
	Iler, Helen Augusta	B.A., McMaster.....	Math.....	1913	4½	....	.....	.....	1,350
	Halliday, Florence F.	.....	.....	1910	5	1	.....	.....	1,200
	Smith, Hilda C. Hübner (Interim)	B.A., Tor.....	.....	1914	½	....	.....	.....	800
Chesterville...	Teskey, Edith A.....	M.A., Tor.....	Classics.....	1915	13	....	1,300	.....	.....
	Humphries, Wilma MacArthur....	.....	.....	1913	2½	....	.....	.....	950
	Brain, A. Beatrice	B.A., Trin.....	.....	1914	3½	½	.....	.....	750
Colborne.....	Bellamy, Wesley	B.A., Vic.....	.....	1892	25	3½	1,500	.....	.....
	Hinds, Margaret J.	.....	.....	1910	4½	3½	.....	.....	950
Cornwall.....	Fetterly, Hiram B.	M.A., Queen's.....	Science.....	1904	10½	10	1,950	.....	.....
	Nugent, James	.....	.....	1884	33½	6½	.....	1,400	.....
	Birchard, Alexander Fraser..†....	.....	Commercial.....	1898	20	12	.....	1,400	.....
	Norris, Arthur David	B.A., Tor.....	.....	1907	8	7	.....	1,300	.....
	Healey, Rose Etta	B.A., McGill.....	.....	1906	8	....	.....	.....	1,300
	Smith, Lyman C.	B.A., Vic.....	Classics, Eng. and Hist.....	1912	36½	2	.....	1,700	.....
	Nugent, Eleanor .....(Interim)	B.A., Tor.....	Fr. and Ger.....	1914	1	....	.....	.....	950
	Durnin, Edward W.....	B.A., Tor.....	Math. and Phys...(Interim)	1913	2½	....	.....	1,475	.....
	Caldwell, Alexander	B.A., Royal, Dublin..	.....	1912	2½	....	.....	1,050	.....
Deseronto.....	Windsor, Annie	B.A., McMaster.....	Math.....	1913	8	....	1,450	.....	.....
	Nesbitt, Mabel E.	B.A., Queen's.....	.....	1912	3	1	.....	.....	950
	Philp, Florence Helene..(Interim)	.....	.....	1912	2½	....	.....	.....	850
Dundalk.....	Wright, David T.....	.....	.....	1911	8½	10	1,400	.....	.....
	Farrington, Mabel .....(Interim)	B.A., Tor.....	.....	1913	1½	....	.....	.....	825

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Dundas	Tuke, William H.‡	B.A., Queen's		1914	9	....	1,800	.....	.....
	Cowan, Euphemia Johnson	M.A., Tor.		1913	4½	....	.....	.....	1,300
	Currie, Irene M. (Interim)	B.A., Tor.		1914	1½	3	.....	.....	1,000
	Barker, George A.	.....	Commercial	1914	7	11	.....	1,300	.....
Dunnville	Cowles, John P.	B.A., Queen's		1914	7	5½	1,800	.....	.....
	Archibald, Robert Harvey	.....		1913	4½	....	.....	1,500	.....
	Penson, Elizabeth	M.A., Queen's	Science	1915	5	1	.....	.....	1,400
	Baird, Mabel M. J.	B.A., Tor.	Mods. and Hist.	1915	9	....	.....	.....	1,000
	Brimicombe, Bessie	.....	Commercial ..... (Interim)	1915	2	3	.....	.....	900
Durham	Allan, Thomas	.....		1888	26	12	1,500	.....	.....
	McGregor, Enid Augusta (Interim)	B.A., McMaster	Eng. and Hist.	1913	1½	2	.....	.....	900
	Oldfield, Inez Marie (Interim)	B.A., Tor.		1914	1½	....	.....	.....	900
Dutton	Morrison, William J.***	B.A., Tor.		1915	2½	5	1,700	.....	.....
	Cole, Addison	B.A., Tor.		1908	13½	....	.....	1,000	.....
	Ross, Margery Evan (Interim)	B.A., Tor.	Mods. and Hist.	1914	½	....	.....	.....	800
	Ross, Margaret C. (Interim)	B.A., Dublin		1915	.....	....	.....	.....	900
	Buchanan, Chas. W.	B.S.A., Tor.	(Agriculture Instructor)	1912	3	....	.....	1,300	.....
Elora	Stoddart, Robert	B.A., Tor.	Classics	1910	19	½	1,500	.....	.....
	Reid, Edith Lilly †	.....	Commercial	1911	6	6½	.....	.....	900
	Flanagan, Florence (Interim)	B.A., Tor.		1913	1½	1	.....	.....	850
Essex	Massey, Arthur Wallace	B.A., Vic.	Math., Eng.	1909	23	....	1,725	.....	.....
	Richardson, Ada Ellen	B.A., Queen's		1911	3½	....	.....	.....	1,000
	Wilson, Elizabeth A. R. V.	.....		1912	2½	5	.....	.....	900
	Kellock, Evelyn Dickson. (Interim)	B.A., McMaster	Eng. and Hist.	1913	1½	....	.....	.....	1,000

	Elliott, Frederick Victor (Interim)	B.A., Western		1914	½	....	.....	1,200	.....
	Noble, J. W.	B.S.A., Tor.	(Agriculture Instructor)	1915	.....	....	.....	1,200	.....
Fergus	Perry, Peter	M.A., Tor.	Classics	1908	38	....	1,500	.....	.....
	Austin, Grace C.	.....	.....	1910	5½	....	.....	.....	900
	Clarke, Annie G. †....	.....	.....	1912	5	4	.....	.....	850
	Martin, Thomas W. (Interim)	.....	.....	1913	1½	....	.....	1,000	.....
Flesherton	White, Harry S. *....	.....	.....	1912	7½	2	1,400	.....	.....
	Oldham, Ida M. (Interim)	B.A., Tor.	.....	1914	½	1½	.....	.....	750
	Holmes, Margaret (Interim)	B.A., Tor.	.....	1914	½	3	.....	.....	675
Forest	Williams, Albert	B.A., Queen's	.....	1906	10	5	1,500	.....	.....
	Brown, William Bertram	B.A., Tor.	.....	1913	2½	....	.....	1,250	.....
	DeCou, Nellie	B.A., Tor.	Fr. and Ger.	1914	10	2	.....	.....	900
Gananoque	Graham, Robert George	B.A., Vic.	Math.	1894	23½	....	1,600	.....	.....
	Edwards, Rebecca S. †....	.....	.....	1908	5½	9	.....	.....	1,000
	Howson, Alexandra A.	B.A., Queen's	Fr. and Ger. (Interim)	1910	5	2	.....	.....	1,000
	McAllister, Annie G.	.....	.....	1911	7	1½	.....	.....	1,000
Georgetown	Ross, Ralph	B.A., B.Pæd., Tor.	Classics	1914	27	....	1,700	.....	.....
	Smith, Kathleen Edith	B.A., Tor.	.....	1911	6½	....	.....	.....	1,200
	Manning, Ernest David. (Interim)	.....	.....	1913	1½	....	.....	1,150	.....
	Watson, Hazel Evelyn. (Interim)	B.A., McMaster	Mods. and Hist.	1914	½	....	.....	.....	800
Glencoe	McEachran, Mary	B.A., Queen's	.....	1910	8½	7	1,200	.....	.....
	Johnston, Hally (Interim)	B.A., Tor.	.....	1913	1½	....	.....	.....	800
	Graham, Fern (Interim)	.....	.....	1914	½	1	.....	.....	700
	Squire, Roy (Captain)	.....	(Drill Instructor)	1914	.....	....	.....	.....	.....
Gravenhurst	Payne, Pearl E.	B.A., Queen's	.....	1915	4½	2	1,300	.....	.....
	Broughton, Clara Elizabeth	.....	.....	1906	9½	....	.....	.....	725
	Gillespie, Grace A. (Interim)	.....	.....	1915	½	½	.....	.....	750
Grimsby	Amos, Harold E.	B.A., Qn's, B.Pæd., Tor.	.....	1914	9½	3½	1,700	.....	.....
	Campbell, Hughena M.	.....	.....	1913	5	½	.....	.....	900
	Forester, Margaret (Interim)	.....	.....	1914	3	5	.....	.....	900
Hagersville	Haviland, Hugh J.	B.A., Tor.	Classics	1913	14½	....	1,550	.....	.....
	Allison, Henrietta E.	M.A., Tor.	.....	1912	4	....	.....	.....	900
	Finch, Ilma Mae ‡(Interim)	B.A., Tor.	.....	1914	½	....	.....	.....	800

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Haileybury....	Wilson, W. Asbury.....	B.A., Queen's.....	.....	1910	15½	....	2,000	.....	.....
	Hally, Isobel Orr	B.A., Tor.....	.....	1914	6½	....	.....	.....	1,200
	Wilson (Mrs.), Arletta	.....	Art .....(Interim)	1912	14	3	.....	.....	350
	Cole, George E. .....(Temp.)	B.A., B.Sc., McGill..	.....	1913	1½	....	.....	1,800	.....
	Ostrom, Ethel L.	B.A., Queen's.....	.....	1915	3	....	.....	.....	1,100
Harriston.....	Hobbs, Thomas	B.A., Tor.....	Math.....	1911	12½	5½	1,600	.....	.....
	Robertson, E. Vera E.....	M.A., Tor.....	Mods. and Hist.....	1911	3½	1	.....	.....	1,100
	Elliott, Adrienne S.....†....	B.A., Tor.....	Science.....	1912	2½	2½	.....	.....	1,400
	Reid, Hazel I.....(Interim)	B.A., Tor.....	.....	1914	½	....	.....	.....	800
Hawkesbury...	Macdonald, Emma Moran.....	B.A., Queen's.....	.....	1915	2½	10	1,500	.....	.....
	Yarwood, Mary Clare St. G..(Int.)	M.A., Tor.....	.....	1914	1	½	.....	.....	900
Iroquois.....	Henry, Thomas M.	B.A., Tor.....	Math.....	1915	31	4	1,700	.....	.....
	Mulloy, Lulu Eugenia	.....	.....	1911	7	3½	.....	.....	1,300
	Kilpatrick, Jessie Susanna..(Int.)	B.A., Queen's.....	.....	1913	1½	1½	.....	.....	1,000
	Campbell, William Alex. †(Interim)	B.A., Queen's.....	.....	1913	1½	....	.....	1,200	.....
Kemptville....	Clothier, James	B.A., Queen's.....	Fr. and Ger.....(Interim)	1913	18	....	1,600	.....	.....
	Burchell, James E.	.....	.....	1911	6½	12	.....	1,400	.....
	Johnston, Katie B.....	B.A., Tor.....	Eng. and Hist.....(Interim)	1911	3½	4	.....	.....	1,050
	Johnston, Frances V.....(Interim)	B.A., Tor.....	.....	1913	1½	2	.....	.....	1,000
	Clothier, Bessie .....(Interim)	.....	.....	1912	4	2	.....	.....	900
Kenora.....	Cornwell, John Leslie.....	B.A., Tor.....	Math.....	1914	22⅓	....	2,000	.....	.....
	Stothers, Minerva E.....	B.A., Queen's.....	.....	1913	7	....	.....	.....	1,200
	Hamer, Lottie E.....(Interim)	B.A., Tor.....	Mods. and Hist.....	1914	1	2½	.....	.....	1,200

Kincardine....	MacKay, John Malcolm.....	B.A., Queen's.....	Math.....	1909	8½	7	1,600	.....	.....
	Shales, Walter E.....(Interim)	M.A., Queen's.....	Science.....	1914	½	5	.....	1,300	.....
	Stewart, Etta Murray	B.A., Tor.....	Eng., Fr. and Ger.....	1913	16	....	.....	.....	1,000
	Fraser, Lulu Belle .....††....	.....	.....	1912	2½	2½	.....	.....	900
	Buchanan, Winnifred	B.A., Queen's.....	.....	1914	4	2½	.....	.....	1,100
Leamington...	Wright, Robert	B.A., Queen's.....	Math.....	1912	18½	4	1,900	.....	.....
	Campbell, George Alex.....***....	.....	.....	1908	6½	12	.....	1,500	.....
	Osgoode, Joseph A.	B.A., Queen's.....	Classics.....	1912	8	⅕	.....	1,100	.....
	Jackson, Katherine May	B.A., Tor.....	Mods. and Hist....(Interim)	1912	5	....	.....	.....	1,100
	Unger, Delbert B.....(Interim)	.....	Physical Culture.....	1915	.....	2	.....	1,000	.....
Listowel.....	Elliott, Henry Edward	B.A., Queen's.....	.....	1913	6½	3	1,600	.....	.....
	Small, Eva Mary .....†....	B.A., Tor.....	.....	1912	2½	5	.....	.....	1,050
	McKinley, Clara B.	B.A., Tor.....	Classics .....(Interim)	1915	4½	....	.....	.....	1,200
	Sinclair, Robert J.	.....	.....	1915	3½	2	.....	1,250	.....
	Mackintosh, Helen C.....	M.A., Queen's.....	Fr. and Ger.....	1914	4½	....	.....	.....	1,100
Lucan.....	Leckie, Bruce E.....‡....	B.A., McMaster.....	Science.....	1913	4½	2	1,600	.....	.....
	Fitch, Martha A.....	B.A., McMaster.....	Math.....	1912	2½	13	.....	.....	1,100
	Vrooman, Agnes S.....(Interim)	M.A., Western.....	.....	1913	1½	....	.....	.....	800
	Ford, Wilhelmina M.....(Interim)	B.A., Queen's.....	.....	1914	1	1½	.....	.....	750
Madoc.....	Moffat, Thomas Edward	B.A., Queen's.....	.....	1912	8	2	1,700	.....	.....
	Turner, Alice Beatrice...(Interim)	B.A., McMaster.....	Classics.....	1913	1½	....	.....	.....	1,000
	Hanna, Ella Alberta	.....	.....	1914	4½	4½	.....	.....	1,100
	Ferris, Kathleen B.....(Interim)	B.A., Tor.....	.....	1914	½	....	.....	.....	700
Markdale.....	Might, Lincoln	M.A., Queen's.....	Science.....	1915	18	4	1,500	.....	.....
	Allison, Rowena.....(Interim)	B.A., Vic.....	.....	1914	½	....	.....	.....	800
	Duff, Hugh C.....	B.S.A., Tor.....	(Agriculture Instructor)....	1911	3½	....	.....	1,500	.....
Markham.....	Bell, James Stewart.....	B.A., Tor.....	.....	1912	5½	2	1,700	.....	.....
	Campbell, Stella K.....	.....	.....	1912	7½	1½	.....	.....	1,000
	Russell, F. Josephine.....	.....	.....	1910	8½	4	.....	.....	1,000
	Walker, Anson R.....†....	.....	.....	1914	1	....	.....	1,050	.....
Meaford.....	Dundas, Arthur A.....	B.A., Tor.....	.....	1897	18	2	1,700	.....	.....
	Hackett, Edward	B.A., Dublin.....	.....	1909	5½	....	.....	1,400	.....
	Hammond, John Edgar.....†....	.....	Commercial.....	1906	8½	3	.....	1,300	.....
	Williams, Edna J.....	B.A., Tor.....	.....	1912	7	....	.....	.....	1,500
	Cook, Alta-Lind .....(Interim)	B.A., Tor.....	Mods. and Hist.....	1914	½	....	.....	.....	1,000
Midland.....	Glass, William Arthur	B.A., Tor.....	.....	1904	12½	....	1,800	.....	.....
	Dulmage, Agnes .....(Interim)	B.A., Tor.....	.....	1913	2½	....	.....	.....	1,250

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Midland—Continued.	Clarke, Eleanor Lillian...††(Int.)	B.A., Tor.		1913	2	1	.....	.....	1,000
	Dunlop, Charles Goodspeed	.....	.....	1914	5	1	.....	1,400	.....
Mitchell.....	Elliott, John	B.A., Queen's.....	Eng., Math.....	1914	31	5	1,600	.....	.....
	Rutherford, Mary Helen	.....	.....	1913	6½	½	.....	.....	1,150
	McMillan, Roy J.....(Interim)	.....	Physical Culture.....	1914	½	....	.....	900	.....
	Alcombrack, Edna A....(Interim)	B.A., Tor.....	.....	1914	2	½	.....	.....	800
Morewood.....	Loucks, Horatio	.....	.....	1900	12½	5½	1,700	.....	.....
	Wallen, Elizabeth Jane	.....	.....	1913	2½	3½	.....	.....	900
Mount Forest..	Speirs, Thomas E.	B.A., Tor.....	Math. and Physics.....	1907	8½	2	1,550	.....	.....
	Fraser, Lucille .....†....	.....	.....	1914	4½	3	.....	.....	1,000
	Nicholson, Elvira Eaton.(Interim)	M.A., Tor.....	Mods. and Hist.....	1914	½	....	.....	.....	800
	Gilroy, Emily Irene.....(Interim)	B.A., Tor.....	.....	1914	½	....	.....	.....	750
Newburgh.....	Andrews, Robert T.....	B.A., Tor.....	Classics.....	1910	10	14	1,200	.....	.....
	McKeracher, Florence J.....	B.A., Queen's.....	.....	1911	5	3	.....	.....	1,000
	Murphy, Edith .....(Interim	B.A., Queen's.....	.....	1914	½	....	.....	.....	800
Newcastle....	Ford, Hellen D.....	B.A., Queen's.....	Eng. and Hist.....(Interim)	1913	4½	½	1,300	.....	.....
	Gillard, Leah .....(Interim)	.....	.....	1913	1½	1	.....	.....	650
Newmarket...	Merritt, Robert Norris.....	B.A., Tor.....	Math.....	1911	15	1½	1,700	.....	.....
	Hollingshead, John Edwin	.....	.....	1884	30	2½	.....	1,100	.....
	Kidd, William Livingston.....	.....	.....	1910	10	10	.....	1,300	.....
	Wickett, Laura E. .....†....	.....	Commercial.....	1909	5½	1½	.....	.....	1,100
	Quail, May F.....(Interim)	M.A., Tor.	Mods. and Hist.....	1913	1½	....	.....	.....	1,050

	Taylor, Annie M. A.....(Interim)	B.A., Tor.....	Physical Culture.....	1914	½	....	.....	.....	750
	Steckley, J. C.....	B.S.A., Tor.....	(Agriculture Instructor).....	1912	4	....	.....	1,400	.....
Niagara.....	Bale, Geo. Sidney.....	B.A., Tor.....	Eng. and Hist., Fr. and Ger....	1914	14	....	1,200	.....	.....
	McLeod, Mary Augusta..(Interim)	.....	.....	1913	3	1	.....	.....	800
Niagara Falls South.....	Myer, Albert N.....	M.A., Trin.....	Math.....	1908	20½	....	1,800	.....	.....
	Dawson, Margaret M. .....‡‡....	.....	.....	1907	7	2	.....	.....	900
	Bell, John Archibald.....***....	.....	.....	1914	2½	....	.....	1,200	.....
	Johnston, E. Grace.....(Interim)	.....	.....	1914	2½	2	.....	.....	800
Norwood.....	Lawlor, Richard G.....	B.A., Queen's.....	.....	1909	10½	8	1,600	.....	.....
	Broatch, Sarah A.....(Interim)	B.A., Tor.....	.....	1914	1	4	.....	.....	800
	Allen, Lillian M.....†(Interim)	B.A., Tor.....	....	1914	½	....	.....	.....	750
	McRae, F. C.....	B.S.A., Tor.....	(Agriculture Instructor)....	1913	1	....	.....	1,200	.....
Oakville.....	Weidenhammer, William B..***...	B.A., Tor.....	Eng. and Hist., Fr. and Ger.,	1914	18½	6½	1,750	.....	.....
	Ovens, Winifred E.....	B.A., Western.....	.....	1912	6½	....	.....	.....	1,150
	Dickens, Violet I.....	B.A., McMaster.....	.....	1913	2½	....	.....	.....	950
Omemee.....	Morden, Frances Dagmar.....‡....	B.A., Tor.....	.....	1912	8	2	1,200	.....	.....
	Davidson, Viola May.....	.....	.....	1912	4	1	.....	.....	850
Orangeville....	Steele, Alexander	B.A., Tor.....	Eng., Math.....	1879	38	....	1,700	.....	.....
	Strang, Grace Masson.....	B.A., Tor.....	Mods. and Hist.....	1907	8½	....	.....	.....	1,200
	Allin, Richard Percy.....	M.A., Queen's.....	Science.....	1912	2½	....	.....	1,400	.....
	MacIntyre, Sada	.....	.....	1912	2½	6	.....	.....	800
	Wilson, Margaret G.....(Interim)	B.A., Tor.....	Classics.....	1915	.....	....	.....	.....	1,000
	Dorrance, H. A.....	B.S.A., Tor.....	(Agriculture Instructor).....	1911	3½	3	.....	1,400	.....
Oshawa.....	Dolan, John Henry.....	B.A., Queen's.....	Classics.....	1911	16½	....	2,000	.....	.....
	Stevenson, Lewis	B.A., B.Sc., Vic.....	Math., Science.....	1902	22	3	.....	1,600	.....
	Courtice, Samuel James.....‡....	B.A., Tor.....	Math.....	1908	14	6	.....	1,500	.....
	Faint, Pearl Blanche.....	M.A., Tor.....	Mods. and Hist.....	1910	6½	....	.....	.....	1,300
	Armstrong, Florence Janette.....	.....	.....	1910	4½	5	.....	.....	800
	Brill, Minnie Louisa.....†....	.....	Commercial.....	1912	4	4½	.....	.....	1,100
Paris.....	Bell, Walter N.....	B.A., Tor.....	Classics.....	1898	24	....	1,700	.....	.....
	Keegan, Joseph D.....‡‡....	.....	.....	1910	9½	13	.....	1,100	.....
	Willson, H. Blanche.....‡....	B.A., Tor.....	Math. .....(Interim)	1912	2½	1½	.....	.....	1,200
	Black, Harriet E.....‡(Interim)	B.A., Tor.....	Mods. and Hist.....	1914	¼	2	.....	.....	900
	Schuyler, Roy	B.S.A., Tor.....	(Agriculture Instructor).....	1912	2½	....	.....	1,300	.....

†Holds Elementary Art certificate. ‡Holds certificate in Elementary Physical Culture.
***Holds Intermediate certificate in Agriculture and Horticulture. ‡‡Holds Elementary Commercial certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Parkhill.....	Smith, Frederick Peter	M.A., Queen's.....	Science.....	1914	6½	5	1,500	.....	.....
	Jordan, Stella .....(Interim)	B.A., Tor.....	.....	1914	2	2	.....	.....	850
	Clark, Etta .....(Interim)	.....	.....	1914	1½	....	.....	.....	700
	De la Mater, Magdalene.....	.....	.....	1914	7	....	.....	.....	850
Parry Sound...	Girdwood, Arthur Reginald	B.A., McM.....	Math.....	1914	11	....	1,900	.....	.....
	Whitton, Lillis Pearl....(Interim)	B.A., Queen's.....	Fr. and Ger., Mods. and Hist...	1914	1	....	.....	.....	900
	Hodgins, Ethelberta	.....	.....	1914	3	1	.....	.....	800
Pembroke.....	Flach, Ulysses J.....	M.A., Tor.....	Math.....	1913	26	....	2,000	.....	.....
	Closs, Frank D.	.....	Science.....	1913	18	2⅔	.....	1,700	.....
	Dickey, M. Ada.....	B.A., Tor.....	Mods. and Hist.....	1914	12	....	.....	.....	1,500
	Cameron, J. Herbert.....(Interim)	B.A., Queen's.....	.....	1914	⅓	2	.....	1,400	.....
	Moir, Isabella .....†	.....	Commercial.....	1913	7½	8	.....	.....	1,300
	Rose, Marion Helena	.....	Fr. and Ger.....	1911	19⅓	4	.....	.....	1,250
Penetanguishene.....	Keefe, Reuben Daniel	B.A., Tor.....	.....	1907	12⅔	....	1,650	.....	.....
	Sweet, Fred. G.	.....	.....	1911	5	4½	.....	1,150	.....
	Bell, Jessie M. .....†	B.A., Tor.....	Mods. and Hist....(Interim).	1913	4	....	.....	.....	850
Petrolea.....	Clyde, William	M.A., Queen's.....	.....	1888	28	1½	1,500	.....	.....
	McPhail, Alexander C.	B.A., Queen's.....	.....	1910	20½	9½	.....	1,250	.....
	McKeracher, Donalda M.	B.A., Queen's.....	.....	1913	6	1½	.....	.....	1,100
	Menzies, Leslie P.....(Interim)	B.A., Tor.....	Science.....	1914	½	1½	.....	1,400	.....
	Bramnell, G. G.....	B.S.A., Tor.....	(Agriculture Instructor).....	1913	1½	....	.....	1,200	.....
Plantagenet...	Owen, Thomas Arthur	B.A., Cam.....	.....	1914	20	1	1,400	.....	.....
	McNamara, Elizabeth....(Interim)	.....	.....	1913	1½	....	.....	.....	600
	O'Connor, Katie B.....(Interim)	.....	.....	1914	½	1	.....	.....	800
Port Dover....	Barron, Robert Armour.....	B.A., Tor.....	Classics, Fr. and Ger., Eng.....	1913	32	5	1,400	.....	.....
	Walker, Alexina A. C...‡(Interim)	.....	.....	1913	1½	....	.....	.....	800

Port Elgin	Nelson, Albert E.	B.A., Queen's		1910	6½	6	1,500		
	Gee, Norma ‡(Interim)			1914	1½				800
	Moderwell, Hossie (Interim)			1914	½	5			700
Port Hope	Snider, Eber Egerton	B.A., Vic.	Math.	1908	24	2	2,000		
	Affleck, Archibald A. (Interim)	B.A., McMaster	Classics	1913	1½			1,450	
	Copeland, George E.	M.A., Queen's	Science	1911	3½	3½		1,400	
	Scott, Ethel O.	M.A., Tor.	Mods. & Hist. (In.) Fr. & Ger.	1911	3½	4			1,450
	Fechnay, Jean H.	M.A., Tor.	Eng. and Hist. (Interim)	1913	3				1,000
	Tuer, Margaret †.		Commercial	1910	8	5			1,000
	Duncan, Reginald S.	B.S.A., Tor.	(Agriculture Instructor)	1910	4			1,500	
Port Perry	Hamilton, James A.	M.A., Tor.		1914	7		1,600		
	Stone, George			1883	33	4		1,300	
	Coad, Hanna Gertrude	M.A., Tor.	Mods. and Hist.	1911	3½	1½			1,000
	Harris, L. Morwenna †‡			1912	4½	1½			800
Port Rowan	Crerar, John S.	B.A., Queen's		1914	2	2½	1,400		
	Elliott, Eva Stokes (Interim)			1914	½				700
Prescott	Trench, W. Wycliffe Anson	B.A., Tor.	Science (Interim), Classics	1911	10½	5	1,600		
	Bunton, George Wallace	B.A., Queen's	Science (Interim)	1914	3½	4		1,400	
	Goulding, Hanna Mitchell †.			1911	11½	2½			1,200
	Pinel, Hattie Louise	M.A., Tor.	Mods. and Hist.	1911	3½				1,000
Richmond Hill	Davidson, John	M.A., LL.B., Tor.	Classics	1910	34	3	1,400		
	Douglas, Leila Mabel (Interim)	B.A., Tor.	Mods. and Hist.	1914	½				900
	Stewart, James Henry †(Interim)			1914	½	2		900	
Rockland	Walsh, John C.	B.A., Ottawa		1913	8½		1,450		
	Raitt, Helena G. (Interim)	B.A., Queen's	Fr. and Ger.	1913	2½	1			800
	O'Callaghan, Mila			1913	3½	3½			800
Sault Ste. Marie	Race, Wilfrid Ballantyne	B.A., Queen's	Mods. and Hist.	1904	22		2,400		
	Rudlen, George William	B.A., Tor.	Math.	1904	16			1,800	
	Walkom, Daniel T.	B.A., Queen's		1911	5	3½		1,800	
	Patterson, Harriet A.	B.A., Queen's		1914	8				1,450
	Clayton, Vivian Emily †.	B.A., Man.	Commercial	1908	8½	1½			1,350
	Colbeck, Marjorie M. (Interim)	B.A., Tor.	Classics	1915	¼				1,100
	MacKenzie, Anna			1910	4½	11			1,150
	Later, Thomas John		Manual Training (Interim)	1910	4	10		1,600	
	Shaw, Mary Pauline		(Household Science Instr.)	1910	8				950
	Smith, Archibald S.	B.S.A., Tor.	(Agriculture Instructor)	1911	3½			1,500	

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List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Simcoe	Christie, James Douglas	B.A., Tor.	Eng., Fr. and Ger.	1889	36	....	1,600	.....	.....
	Hagan, James W.	M.A., Queen's	Science	1910	10	5	.....	1,450	.....
	Messmore, Joseph Franklin	B.A., Tor.	Classics	1911	23	....	.....	1,350	.....
	Case, H. James	.....	.....	1914	9	13	.....	1,400	.....
	Goodland, Alma .....†	.....	Commercial	1907	8	11	.....	.....	1,000
	Cameron, James .....‡(Interim)	.....	.....	1914	½	1	.....	800	.....
	Dickey, C. M.	B.S.A., Tor.	(Agriculture Instructor)	1914	½	....	.....	1,200	.....
Smithville	Elliott, Thomas W.	B.A., Tor.	Science	1914	8½	11	1,500	.....	.....
	Train, Florence B.....(Interim)	B.A., Tor.	Math. and Physics	1914	½	....	.....	.....	800
	Keagey, Jessie L.....(Interim)	B.A., Tor.	.....	1915	.....	1¼	.....	.....	700
Stirling	Kennedy, George E.	B.A., Vic.	Science	1893	22	4	1,500	.....	.....
	Bissonnette, Florence....(Interim)	B.A., Queen's	.....	1913	1½	2	.....	.....	1,000
	MacIntyre, Lillian .....(Interim)	.....	.....	1914	1	2	.....	.....	800
	McIntosh, A. D.	B.S.A., Tor.	(Agriculture Instructor)	1911	3½	....	.....	1,500	.....
Streetsville	Kemp, William	M.A., Queen's	Mods. and Hist.	1909	14	1	1,500	.....	.....
	White, Kate Elizabeth.....†	.....	Commercial	1912	8½	1	.....	.....	1,050
	Gerhardt, Henry W.....(Interim)	.....	.....	1913	1½	....	.....	1,000	.....
Sudbury	Berlanquet, Hugh S.	B.A., Queen's	Classics	1910	11	....	2,200	.....	.....
	Baker, Roy Wester	B.A., Tor.	.....	1910	4½	....	.....	1,600	.....
	Bibby, Marie Victoria	B.A., Tor.	Mods. and Hist.	1911	8½	....	.....	.....	1,600
	McLeod, Lola	B.A., Queen's	.....	1915	6	....	.....	.....	1,200
	File, Lillian	.....	.....	1913	4½	6½	.....	.....	1,200
Sydenham	Sine, Fred. .....***	M.A., B.Sc., Tor.	.....	1915	7½	5	1,800	.....	.....
	Smith, N. Fletcher.....(Interim)	.....	.....	1913	1½	....	.....	1,100	.....

	Hiscock, Mary B.	B.A., Queen's		1910	4½	....	.....	.....	875
	Shorey, Mary C. (Interim)	B.A., Tor.		1914	½	....	.....	.....	800
	Main, C.	B.S.A., Tor.	(Agriculture Instructor)	1913	1½	....	.....	1,200	.....
Thorold	Bonis, Harry	B.A., Tor.	Classics	1914	24	1	1,600	.....	.....
	Fraser, Mary A. (Interim)	B.A., Queen's		1914	½	....	.....	.....	900
	Poirier, Mary (Interim)			1914	½	1	.....	.....	700
Tillsonburg	Auld, Charles	B.A., Tor.	Math.	1914	20	....	1,900	.....	.....
	Hindson, Hilda Mary †.		Commercial	1904	10	6	.....	.....	1,000
	Allen, Mabel E.	B.A., Tor.	Mods. and Hist.	1912	9	....	.....	.....	1,000
	Woolley, Clarence B.			1914	3½	....	.....	1,200	.....
Toronto, Commerce and Finance	McCallum, Kathleen	B.A., Tor.		1915	5	3	.....	.....	800
	Eldon, Robert H.	B.A., Queen's	Math., Commercial	1911	23	7	3,200	.....	.....
	Ward, William	B.A., B.Pæd., Queen's	Commercial	1911	20	5	.....	2,400	.....
	Fletcher, William H.	M.A., Queen's	Science, Commercial	1911	19½	4½	.....	2,300	.....
	Baird, William		Commercial	1911	12	4	.....	2,200	.....
	Edward, Wesley G.		Commercial	1911	9½	1	.....	2,200	.....
	Bailey, Joseph J.		Commercial (Interim)	1911	10½	5½	.....	2,200	.....
	Webster, Samuel C.	B.A., Tor.		1911	13	2	.....	2,000	.....
	Conlin, Evelyn E.	B.A., Tor.	Mods. and Hist.	1911	12½	....	.....	.....	1,900
	Van Every, John F.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1912	17	....	.....	1,800	.....
	Harry, Frank T. (Interim)		Commercial	1913	1½	13½	.....	1,700	.....
	Smith, Clayton R.		Art, Commercial	1914	6	5	.....	1,600	.....
Toronto, North	Mathieson, Elsie	B.A., Tor.	Eng. and Hist.	1914	4	6	.....	.....	1,600
	Reed, George Henry	M.A., B.Pæd., Tor.	Classics	1910	26	4	2,500	.....	.....
	Shaw, Robert	B.A., McM. and Tor.	Math.	1913	13	3	.....	2,200	.....
	Clark, Luther John	B.A., Queen's	Fr. and Ger.	1914	24½	5½	.....	2,200	.....
	Nelson, Curtis Ira			1910	4	2½	.....	1,600	.....
Toronto, Technical	Scanlon, Mary Greenfield †.			1911	6	2½	.....	.....	1,500
	McKay, Alexander Charles	B.A., LL.D., Tor.	Math.	1911	8	2	6,000	.....	.....
	McBean, John William	B.A., Tor.		1902	12	1	.....	2,650	.....
	Warren, James McIntosh	B.A., Tor.	Math.	1903	20½	....	.....	2,850	.....
	Kirkland, William Stuart	M.A., Queen's	Science	1903	18½	1	.....	2,850	.....
	Wilson, William James	B.A., Tor.	Science (Interim)	1902	12½	....	.....	2,550	.....
	MacLean, Allan Edmund	B.A., Queen's	Eng. and Hist., Fr. and Ger.	1910	22	5	.....	2,050	.....
	Rutherford, William Herbert	M.A., Tor.	Math.	1904	11½	....	.....	2,300	.....
	Rundle, John Ashton			1904	10½	18½	.....	2,250	.....
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist.	1904	14	....	.....	.....	2,250
	Jolliffe, Ernest Howard	B.A., Tor.	Science (Interim)	1908	6½	2½	.....	2,050	.....
	Ferguson, Walter P.	M.A., Queen's	Science	1911	6	....	.....	1,750	.....
	Blackwood, William Cameron	B.A.Sc., Tor.		1912	2½	3½	.....	1,800	.....
	Peake, Charles Nicholson		(Instr. in Drafting)	1898	11	....	.....	2,200	.....
	Maynard, Carmen Moses		(Instr. in Freehand Drawing)	1912	2	....	.....	1,300	.....

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							Principal	Male Assistants	Female Assistants
							$	$	$
Toronto Technical—Continued...	Cobb, Charles S.	M.Sc., Cornell	(Instructor in Architecture)	1912	2	....	.....	800	.....
	Cunningham, James Henry	.....	Manual Training	1911	4	15	.....	2,000	.....
	Davidson, Margaret Mary	.....	(Household Science Instr.)	1902	12½	5	.....	.....	2,050
	DeLaporte, Marie Annette	.....	do do	1907	7	....	.....	.....	1,300
	Sheffield, Lillian Foster	.....	do do	1911	3	....	.....	.....	1,000
	Gray, Annie M.	.....	do do	1912	2	9	.....	.....	950
	Bailey, Lucie E.	.....	do do	1912	2	....	.....	.....	850
	Powell, Clara Muriel	.....	do do	1915	.....	....	.....	.....	850
	Faulds, Catherine D.	.....	(Instructor in Dressmaking)	1913	1½	....	.....	.....	800
	Handley, Walter H.	.....	(Instructor in Printing)	1912	2	....	.....	1,700	.....
	Howell, Alfred	A.R.C.A., London	.....	1913	1	....	.....	1,750	.....
	Ray, Volney A.	M.A., McMaster	.....	1913	1½	....	.....	1,700	.....
	Saunders, William R.	B.A., Queen's	.....	1913	14½	4½	.....	2,250	.....
	Young, Albert	B.A.Sc., Tor.	.....	1914	3	....	.....	1,600	.....
	Chester, John W.	A.R.C.A., London	.....	1914	4½	....	.....	1,600	.....
	Foley, Roy S. (Interim)	B.A., Queen's	Fr. and Ger.	1914	1	3	.....	1,500	.....
	Collings, Seymour (See note below.)	.....	(Physical Instructor)	.....	.....	....	.....	.....	.....
Trenton.....	Whyte, Robert	B.A., Tor.	.....	1910	19	4	1,650	.....	.....
	Pattee, Mrs. Ada	.....	Eng. and Hist.	1889	27	....	.....	.....	1,050
	Gould, Elva	.....	.....	1911	5	....	.....	.....	800
	Scott, Jessie M.	.....	.....	1914	3½	3	.....	.....	900
Uxbridge.....	Davidson, John H.	M.A., B.Pæd., Tor.	Math.	1914	12	5	1,600	.....	.....
	Jeckell, Laura M.	.....	.....	1908	7	2½	.....	.....	1,050
	Tobin, Lilly S. (Interim)	B.A., Queen's	.....	1914	½	3½	.....	.....	800
	Van der Water, Vera K. (Interim)	.....	Art.	1915	.....	2½	.....	.....	800

Vienna	Foster, Jessie	B.A., Queen's	Fr. and Ger.	1914	13	....	1,000	.....	.....
	Kirk, Gladys R. (Interim)	.....	.....	1914	½	⅕	.....	.....	750
Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	33	....	1,500	.....	.....
	McGregor, Margaret C. †....	B.A., Tor.	.....	1908	7½	1½	.....	.....	1,000
	Cummer, May Elvina	.....	.....	1909	9½	....	.....	.....	1,200
	Martin, Grace C. (Interim)	B.A., Tor.	Math. and Phys.	1914	½	....	.....	.....	1,200
	McKay, Norman C.	B.S.A., Tor.	(Agriculture Instructor)	1912	2½	....	.....	1,400	.....
Wardsville	Gundry, Helen Myrtle	B.A., Tor.	Classics	1913	11	....	1,200	.....	.....
	Millard, Lena †(Interim)	.....	.....	1914	½	3	.....	.....	700
Waterdown	Witheril, Ebenezer Rufus	B.A., Queen's	.....	1913	21	20	1,600	.....	.....
	Tassie, Rebecca (Interim)	M.A., Tor.	.....	1913	1½	....	.....	.....	700
	McGregor, Helen Jean. (Interim)	.....	.....	1914	1	....	.....	.....	700
Waterford	Zavitz, Arthur S.	B.A., Queen's	Math. (Interim)	1911	6¼	3½	1,500	.....	.....
	Rowntree, Annie E.	M.A., Tor.	Mods. and Hist. (Interim)	1910	4½	5	.....	.....	1,100
	Lishman, Frederick R. (Interim)	.....	.....	1914	2	....	.....	850	.....
Watford	Potter, Charles	B.A., Tor.	Math.	1912	30	5	1,500	.....	.....
	Mitchell, Blanche H. †....	.....	.....	1907	7½	4	.....	.....	1,000
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.	1912	6½	....	.....	.....	1,050
	Smith, S. Louise	.....	.....	1912	6	3½	.....	.....	1,200
Welland	McCuaig, Herbert M.	B.A., Queen's	.....	1891	30	....	1,600	.....	.....
	Doherty, John C.	B.A., McMaster	Science	1913	4	....	.....	1,500	.....
	Thomson, Helen M.	B.A., Tor.	Math.	1908	6	3	.....	.....	1,200
	Stone, Grace L.	B.A., McMaster	Mods. and Hist.	1910	5	2½	.....	.....	1,000
	Brennan, Jennie L. †....	.....	.....	1906	9½	4	.....	.....	900
	Austin, Robert	B.S.A., Tor.	(Agriculture Instructor)	1912	2½	....	.....	1,300	.....
Weston	Pearson, Alexander ***....	B.A., Tor.	Science	1914	21½	....	2,200	.....	.....
	MacDonald, Fred. J. (Interim)	M.A., Tor.	Math.	1914	½	3	.....	1,400	.....
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	1911	6½	....	.....	.....	1,150
	Dufton, Lena I.	B.A., Tor.	Classics	1915	6	....	.....	.....	1,200
Whitby	Bell, John Johnston	B.A., Tor.	.....	1912	29	1	1,600	.....	.....
	Innes, Alexander R.	.....	.....	1913	27	6	.....	1,200	.....
	Dalrymple, Isabel Mary	B.A., Tor.	Fr. and Ger.	1913	3	....	.....	.....	900
	Sailsbury, M. Orethia. (Interim)	.....	.....	1914	1	4½	.....	.....	900
	Tipper, R. M.	B.S.A., Tor.	(Agriculture Instructor)	1913	1½	....	.....	1,300	.....

NOTE.—In addition, in the Technical High School there are 66 occasional teachers for evening classes only.

†Holds Elementary Art Certificate. ‡Holds certificate in Elementary Physical Culture.

***Holds Intermediate certificate in Agriculture and Horticulture.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1915—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of Appointment	No of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Wiarton.....	Hamilton, J. Rennie	B.A., Queen's.....	.....	1912	5½	....	1,600	.....	.....
	Barrett, Wellington J. C.(Interim)	B.A., Queen's.....	.....	1913	1½	....	.....	1,000	.....
	Dudley, Pauline .....†(Interim)	.....	.....	1914	1½	2	.....	.....	750
Williamstown.	Cooke, John Alexander	M.A., Queen's.....	Classics.....	1911	25	3	1,700	.....	.....
	Cattanach, Jessie S.	B.A., Queen's.....	.....	1910	4½	4½	.....	.....	1,100
	O'Brian, Mabel B. .....†....	.....	.....	1909	7½	....	.....	.....	1,050
	Madill, Fred. C.....(Interim)	B.A., McMaster.....	.....	1914	½	4	.....	1,300	.....
Winchester....	Zurbrigg, Jacob Mahlon	B.A., Tor.....	.....	1914	5½	....	1,400	.....	.....
	Edmunds, Lulu J.	.....	.....	1914	6	2½	.....	.....	800
	Stenhouse, Rebecca	B.A., McMaster.....	.....	1914	5	3½	.....	.....	1,100
	Rose, Maude L.....	.....	.....	1914	2	3½	.....	.....	800
Wingham.....	Ricker, Harry Edwin	M.A., Queen's.....	Science .....(Interim)	1913	10	6	1,600	.....	.....
	Smith, George Richard	B.A., Tor.....	Math.	1911	3½	3½	.....	1,500	.....
	Whyte, Marion Isabella	B.A., Tor.....	Mods. and Hist.....	1913	4½	1	.....	.....	1,000
	Ewing, Charles Mansfield..‡(Int.)	M.A., Edin.....	.....	1913	1½	....	.....	1,100	.....
	Kettlewell, Margaret B...(Interim)	B.A., Tor.....	.....	1915	.....	....	.....	.....	750
	Garrett, Evelyn C.	.....	.....	1915	4	3	.....	.....	775

†Holds Elementary Art certificate.

‡Holds certificate in Elementary Physical Culture.

SUMMARY, JANUARY, 1915

Number of Schools, Sex of Teachers, and Percentages

Schools

Collegiate Institutes	48
High Schools	112
Total	160

Teachers

Gentlemen	587
Ladies	436
Total	1,023
Increase for the year	53

Percentages

January, 1915:	Gentlemen, 57.38;	Ladies, 42.61
January, 1914:	" 59.27;	" 40.72
January, 1909:	" 67.55;	" 32.45
January, 1904:	" 78.80;	" 21.20

Number of Teachers

Collegiate Institutes

Principals	48
Assistants	493
Total	541
Increase for the year	40

High Schools

Principals	112
Assistants	370
Total	482
Increase for the year, 13	

Grand Total

Principals	160
Assistants	863
Grand Total	1,023
Increase for the year, 53	

Salaries

Collegiate Institutes

Highest Salary	$3,400
Average " Principals	2,207
" " Male Assistants	1,694
" " Female "	1,256
Average Salary	$1,589
Increase for the year	$34

High Schools

Highest Salary	$6,000
Average " Principals	1,677
" " Male Assistants	1,498
" " Female "	987
Average Salary	$1,284
Increase for the year	$32

Collegiate Institutes and High Schools

Highest Salary	*$6,000
Average " all Principals	1,836
" " all Assistants	1,373
Average Salary, all	$1,445
Increase for the year	$36
Average Salary, Male Assistants	$1,636
" " Female "	1,104
Increase for the year, Principals	65
" " Male Assistants	69
" " Female "	30

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools

Graduates	726
Non-Graduates	297
Percentage of Graduates, 1915	70.96
Percentage of Graduates, 1914	70.82
Percentage of Non-Graduates, 1915	29.03
Percentage of Non-Graduates, 1914	29.17
Interim Certificates	203
Specialists	467
Interim Specialists	137
Percentage of Specialists and Interim Specialists, 1915	59.04
Percentage of Specialists and Interim Specialists, 1914	57.62
Percentage of Non-Specialists, 1915	40.95
Percentage of Non-Specialists, 1914	42.37

* Salary of Principal of Technical High School; $3,200 is the highest salary in the other High Schools.

IV. List of Principals and Assistants of Continuation Schools, January, 1915

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Acton	Stewart, William H.			1903	11½	15	1,200	.....	.....
	Baker, Pearl Z.			1914	1½	2½	.....	.....	800
Alvinston	Carbert, Robert H.			1911	6½	3	1,300	.....	.....
	Turvey, Ina Merle.....(Interim)			1913	1½	1	.....	.....	700
Arkona	Augustine, Annie Florence			1912	4½	5	900	.....	.....
Ayr	Fleming Gertrude			1912	2½	2½	900	.....	.....
	Gillespie, Mary A.	M.A., Tor.		1914	2½	....	.....	.....	750
Baneroft	Keenan, Edward J.			1914	7½	2½	1,100	.....	.....
	Reid, Jean G.....(Interim)	B.A., Queen's	Fr. & Ger.	1914	3	....	.....	.....	800
Bath	Switzer, Josephine E.			1915	2	2	1,000	.....	.....
Beaverton	Rogers, W. Cruess	M.A., Queen's		1914	4½	3½	1,200	.....	.....
	Paisley, Aylmer B.....(Interim)			1913	1½	2	.....	.....	750
Beeton	Webb, Roland D.....**			1912	4½	1½	1,250	.....	.....
	Grant, J. Margaret.....†.			1912	2½	3	.....	.....	750
Belmont, U. 11, S. Dorchester	MacKillop, Oliver M.			1913	1½	4	1,200	.....	.....
	Mott, Olive M.			1914	½	4	.....	.....	700
Blenheim	Robinson, Sadie .....†.			1913	4	2½	1,100	.....	.....
	vonGunten, Louise .....(Interim)	B.A., Tor.		1914	½	1½	.....	.....	800

Blind River	Caverley, Evelyn R.**			1914	4	1	1,000		
Blyth	Barr, Mrs. I. E. Powell			1911	5	2½	1,100		
Bothwell	O'Leary, Susan **			1913	3½	1½	1,025		
	Macklin, Hattie (Interim)	B.A., Tor.		1914	½				650
Bowesville, 5 Gloucester	Hardy, Edith (née Hughes)			1915	3	2	800		
Bracebridge	Shannon, Samuel *	B.A., Tor.		1908	7	3	2,000		
	Dufton, Olive Hope			1909	5½	2			850
	McLean, Muriel (Interim)	B.A., Tor.		1914	½				700
Bridgeburg	Henderson, Hubert McCosh **			1912	2½	1	1,200		
	Chambers, Josephine (Interim)	B.A., Tor.		1914	½	½			750
Bruce Mines	Dunwoodie, Annie L.			1915	5	2	1,000		
	Redman, Dora Ellen (Interim)	B.A., Tor.	Mods. & Hist.	1914	½				750
Brussels	Scott, Benjamin S.			1914	3	3	1,200		
	McPherson, Pearl (Interim)			1912	3	2			800
Burk's Falls	Forbes, Wm. Brownie **		Science	1914	19	1	1,300		
	Ingham, Harriet (Interim)	B.A., Tor.	Eng. & Hist., Mods. & Hist.	1914	½				800
Burlington	Smith, Daniel E. *	B.A., Tor.		1909	11½	2	1,400		
	Ghent, Lucy T. B.	B.A., Tor.		1911	3½				800
Cannington	Schooley, Fred. T.			1914	9½	7	1,100		
	Ferguson, Lilian M.			1913	4½	2			750
Cardinal	Ranson, Eva Maud			1913	4	3	975		
	Ballance, Helen Amelia			1913	1½	3½			700
Carp, 3 Huntley	Stewart, Annie J. **	B.A., Queen's		1911	4½	1½	1,050		
	Wilson, Muriel K. (Interim)			1914	½	1			750
	Jackson, W. D.	B.S.A., Tor.	(Agri. Instr.)	1911	4			1,500	
Chapleau, 1 Chapleau	Anderson, Franklin A. D.			1914	½	2	1,200		

*High School Principal's Certificate. †Holds Elementary Art certificate. **Endorsed for Principalship of Grade B Continuation School.

List of Principals and Assistants of Continuation Schools, January, 1915.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Date of Appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Claremont, 15 Pickering	Wilker, Milton John			1914	1/3	2	1,000		
	Rice, Elsie Mary (Interim)			1914	1/3				650
Clifford	Scott, Rena C.			1912	3 1/3	2	1,100		
	Ross, Margaret E. †			1913	1 1/2	14			700
Coldwater	Whitney, Viola Leone	B.A., Tor.	Eng. & Hist., Mods. & H. (Int.)	1914	1/3	1	1,100		
	McClellan, John (Interim)			1914	2/3	1/2		750	
Comber, 4 Tilbury W.	Grills, Margaret			1914	1/3	5 1/2	750		
	Beaman, Elsie Kathryn. (Interim)			1913	1 1/2				750
Cookstown, 5 Essa	Goodall, Nellie			1910	5		900		
	McLellan, Mary (Interim)	B.A., Tor.	Math. & Phys.	1915					800
Creemore	Millar, William J.	B.A., Queen's		1913	1	4	1,200		
	Boothby, Erma I. (Interim)			1915		1 1/4			600
Drayton	Clark, George A. ***			1913	9 1/3	6	1,300		
	Ellerby, Florence Edna			1913	1 1/3	4 1/4			725
	Edge, Mary Ellen † (Interim)			1913	1 1/3	1 1/3			725
Dresden	Bowden, William Lewis			1913	1 1/3	12	1,300		
	McLeod, Florence A.	B.A., Queen's		1915	2				750
Drumbo, 11 Blenheim	Avery, Eleanor			1914	2	7	900		
	Overholt, Jessie A.			1914	1/3	4			700
Dryden	Adams, John M.			1914	3	8	1,150		

Eganville	Traver, Edith A.			1912	3½	2	1,200		
Eganville (R. C. Sep. Sch.)	McHugh, Elizabeth (Sister St. Ernestine) (II. Class)			1899	14½	11	750		
	Maher, Margaret (Sr. M. Aurelia)			1914	½	12½			450
Elmira	Crawforth, Alma Whitney	B.A., Tor.		1914	½	3½	1,000		
Elmvale, 5 Flos	Simpson, John Mill	B.A., Queen's	Phys. Cult.	1914	5	9	1,300		
	Wallace, Winnie May (Interim)	B.A., Queen's	Fr. & Ger.	1914	½				700
Ennismore, 4 Ennismore	O'Donohue, John A.			1914	9½	3	1,000		
	Cavanagh, Theresa P.			1914	½	2			700
Erin	Tomlinson, Nelson Freeman			1914	2	3	1,050		
	Haines, Ruth W. (Interim)			1914	2				800
Exeter	Spark, George B.**	B.A., Tor.		1914	3½	3	1,500		
	Hamilton, Agnes I. (Interim)			1914	1				750
	Pridham, C. Irene (Interim)		Commercial	1914	1				875
Fenelon Falls	Irwin, Alfred H.**		Phys. Cult.	1914	3	1½	1,200		
	McNab, Margaret E.			1914	3	2			700
Feversham, 7 Osprey	Brunkard, Ethel			1913	1½	4	850		
Finch	Armstrong, Eunice			1911	5½	2½	925		
	Daley, Muriel (Interim)			1913	1½	1½			700
Fingal, 12 Southwold	Crummer, Eva Margaret E.**			1913	5½	1½	1,100		
	Runians, Minnie C.			1914	½	7			750
Fitzroy Harbour, 8 Fitzroy	McWilliams, Walter Arnold			1914	½	2	1,000		
	Austin, Prudence			1914	½	3			700
Fort Frances	Batstone, A. Thomas.**			1915	4½	1½	1,400		
	Anderson, Nellie L.			1909	5½	3			900
Gore Bay	Hoover, Egbert E.			1910	7½	3	1,200		
	Stevenson, Marjorie T. (Interim)			1914	½				800
Grand Valley	Glenn, Everett Herbert			1912	2½	2	1,200		
	Somerville, Eva May (Interim)			1914	½				700

*High School Principal's certificate. †Holds Elementary Art Certificate. **Endorsed for Principalship of Grade B Continuation School.
***Holds Intermediate certificate in Agriculture and Horticulture.

IV—List of Principals and Assistants of Continuation Schools, January, 1915.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Hanover	Magee, James A.			1905	11½	2	1,200	.....	.....
	Wright, Cassie .....(Interim)			1914	½	½	.....	.....	600
Harrow, 9 South Colchester	Wightman, Grace Eppie			1913	3½	2½	900	.....	.....
Havelock	Butcher, Cecil Ward			1910	4½	3½	1,250	.....	.....
	Brewster, Gladys Irene..(Interim)			1914	½	....	.....	.....	700
Highgate, 6 Orford	Burke, Alexander			1913	20½	13	1,300	.....	.....
	Brigham, Olvetta			1909	5½	4½	.....	.....	800
Huntsville	Bernath, Alfred Charles			1900	13½	5½	1,500	.....	.....
	Peregrine, H. May			1912	7	2	.....	.....	800
Jarvis	Grainger, Luella			1914	5	2	1,200	.....	.....
Jockvale, 10 Nepean	Moynihan, Mayme H.(Int.) (Temp.)			1914	1½	½	800	.....	.....
Kars, U 3, North Gower	Hill, Rosa B.....**			1914	4	1	850	.....	.....
	Prosser, Stinson M.....(Interim)			1914	2	....	.....	700	.....
Keewatin	Baker, William T.			1913	7	5	1,500	.....	.....
	Wyman, E. May			1912	3½	2	.....	.....	900
Kenmore, 15 Osgoode	Caesar, Katharine			1913	5	2	1,000	.....	.....
	Giles, Annie H.			1912	3½	3½	.....	.....	675
Kinburn, 5 Fitzroy	Bowland, Florence May			1914	½	3	900	.....	.....

Lakefield	Carter, Chetwynd S.			1911	8½	2½	1,250		
	Taylor, May M.	B.A., Queen's		1913	2	3			800
Lanark	Beatty, Robert (II. Class)			1889	25⅓	9	900		
	Coglan, Florence			1914	3½	2½			750
Little Current	Tatham, Beatrix			1913	3	3	1,100		
Lucknow	Doupe, Henry A.			1913	6½	2½	1,350		
	McLean, Frances E.			1906	8	5½			850
Malakoff, 3 Marlborough	Sinclair, Maude F.			1914	3	3	800		
Manitowaning, 2 Assiginack	Peterson, Helen Beatrice			1914	½	2	850		
Manotick, 18 Osgoode	Morgan, Flora Evelyn			1912	2½	3½	800		
Maxville	Allingham, Thomas David	M.A., Tor.	Eng.&His.(Int.)	1915	8	16	1,000		
	Sinclair, Amanda K. (Interim)			1914	½	1			650
Melbourne, U. 16 Caradoc	Robinson, William G. (II. Class)			1899	14½	5	950		
	Davidson, Georgina	B.A., West		1915		4			750
Merlin, U. 5 Raleigh	Graham, Edna ††			1911	3½	2½	1,050		
	Wells, Vera M. (Interim)			1914	½	½			650
Merrickville	Lutman, Margaret E.			1912	2⅓	2	1,000		
	Harris, Una M. (Interim)			1914	1				600
Metcalfe, 11 Osgoode	White, Mabel Rae †† **			1914	3	⅓	900		
	Jackson, Nellie Mildred (Interim)			1914	3	1½			700
Millbrook	Hampton, David (II Class)			1883	18½	25	800		
	Mitchell, May †			1912	6	5½			750
Milton	Marcellus, J. Ernest	B.A., Queen's		1912	8	2	1,500		
	Fleming, Jean H.			1914	3	½			800
Mount Albert, 13 East Gwillimbury	Tanton, John ††	B.A., Queen's	Science (Int.)	1915	4	½	1,100		
	Hooper, Hazel C. (Interim)	B.A., McMaster		1915		½			600

†Holds Elementary Art certificate.

**Endorsed for Principalship of Grade B Continuation School.

††Holds Elementary Physical Culture certificate.

List of Principals and Assistants of Continuation Schools, January, 1915.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
New Hamburg	Smith, James M.	.....	.....	1908	6½	6	1,450	.....	.....
	Abel, Margaret H.	.....	.....	1913	5	2½	.....	.....	725
New Liskeard	Dobbie, Isabella E.	.....	.....	1911	6	18	1,300	.....	.....
	Strang, Jessie M.	.....	.....	1912	2½	2	.....	.....	800
	Nixon, W. G.	B.S.A., Tor.	(Agr. Instr.)	1914	½	....	.....	1,200	.....
North Augusta, 17 Augusta	Stafford, Inez G.	.....	.....	1912	4½	3	900	.....	.....
	White, Margaret E. ††	.....	.....	1914	½	2	.....	.....	725
North Gower, 6 North Gower	Craig, Margaret E.	.....	.....	1914	6½	12	900	.....	.....
	Murray, Olive H. †(Interim)	.....	.....	1914	2	1	.....	.....	700
Norwich	Cayley, Thomas M.	.....	Phys. Cult.	1913	1½	13	1,000	.....	.....
	King, Eva W. (Interim)	B.A., Tor.	.....	1914	½	....	.....	.....	750
Odessa, 13 Ernesttown	Black, Luella Clare	.....	.....	1911	3½	3½	1,000	.....	.....
	Stocker, Eva Rose	.....	.....	1911	3½	4½	.....	.....	800
Oil Springs	Blake, Richard J.	.....	.....	1910	6½	2	1,200	.....	.....
	Harvey, Olga (Interim)	B.A., Queen's	.....	1913	1½	....	.....	.....	800
Orono, 12 Clarke	Wise, Elsie Mary	.....	.....	1910	7½	3	1,000	.....	.....
	Staples, Edna E. (Interim)	.....	.....	1914	½	....	.....	.....	700
Paisley	Bell, George Brown	.....	.....	1914	7	3	1,100	.....	.....
	Chisholm, Renwick J. (Interim)	.....	.....	1913	1½	....	.....	800	.....

Pakenham, 4 Pakenham	Stewart, E. Margaret	B.A., Queen's	Phys. Cult.	1914	3½	2	1,200		
	Campbell, Mabel			1912	2½	4			850
	Mazinke, E. Henrietta...(Interim)			1914	½	½			700
Palmerston	Anglin, Sara			1913	6	10	1,250		
	Baker, Marguerite ...(Interim)	B.A., Tor.	Mods. & Hist.	1914	½				650
Plattsville, 24 Blenheim	Eadie, William M.			1913	1½	15	1,100		
	Bell, Mary...(Interim)			1914	1	1			700
Port Burwell, 2 Bayham	Schmietendorf, Herbert F.			1914	2½	4	1,200		
	Donnelly, Teresa G...(Interim)			1914	½	2			700
Port Colborne	Steer, Albert Burkinshaw...**	B.A., Tor.		1913	8	1	1,500		
	Carter, Clara Louise...(Interim)	M.A., Tor.		1914	½				700
Powassan	Manson, Susie H.			1915	1½	5	1,000		
Princeton, U. 21 Blenheim	Hughes, Hugh Lloyd			1912	2½	4	1,150		
	McDonald, Margaret D..(Interim)			1914	½				700
Richard's Landing	Broad, Luella Louise (Int.) (Temp.)	B.A., Tor.		1914	½	1	800		
Richmond	Hull, Bessie R.			1915	6	2½	1,000		
Ridgeway, 11 Bertie	Woodley, Arthur M...***			1913	7½	7	1,700		
	Laing, Maybelle Margaret	B.A., Queen's		1913	2	3			750
Ripley, 10 Huron	Strathdee, Mary			1914	½	18	1,000		
	Gilfillan, Viola ...(Interim)	B.A., Tor.		1914	½				700
Rodney	Yorke, Chas. G.	B.A., Queen's	Phys. Cult.	1914	½	4½	1,000		
	Miller, Ada A.			1914	½	2½			700
Russell, 2 Russell	Collins, James	B.A., Tor.		1914	½	3½	1,000		
St. George, 8 S. Dumfries	Gordon, John G.			1914	3½	12½	1,250		
	Phelps, Winifred E...(Interim)	B.A., Tor.		1914	½				750

*High School Principal's Certificate. †Holds Elementary Art certificate. **Endorsed for Principalship of Grade B Continuation School.
††Holds Elementary certificate in Physical Culture. ***Holds Intermediate certificate in Agriculture and Horticulture.

List of Principals and Assistants of Continuation Schools, January, 1915.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Schomberg, 14 King	Dickson, Helen Marguerite			1913	2½	3	800	.....	.....
Shelburne	Cooper, Alex. B. ‡..*	B.A., Queen's		1910	12½	8	1,500	.....	.....
	Johnston, Helena			1913	3	½	.....	.....	800
	Stinson, Allie			1915	.....	6	.....	.....	700
Southampton	Keeling, W. Lorne ****		Phys. Cult.	1913	2½	½	1,200	.....	.....
	Kay, Lydia M. ****			1912	2½	1	.....	.....	850
Spencerville, 15 Edwardsburg	Bennett, May V.			1914	1	2	1,000	.....	.....
	Ranson, Bertha M. (Interim)			1914	½	2	.....	.....	700
Springfield	Thompson, Howard E.			1914	½	2	1,200	.....	.....
	Scott, Rhea V.			1914	½	2	.....	.....	700
Stayner	McNabb, Finlay	B.A., Queen's		1914	2½	7	1,300	.....	.....
	Grieve, Helen M. †..**			1912	2½	....	.....	.....	800
Stella, 1 Amherst Island	Fraser, Christine	B.A., McMaster		1914	½	5	800	.....	.....
Stouffville	Summers, Christopher			1913	4½	5	1,150	.....	.....
	McGibbon, Hazel M.			1914	2½	½	.....	.....	750
Sturgeon Falls	Baker, Pearl			1912	2½	4½	1,000	.....	.....
Sutton	Tait, Ruple			1914	2½	3	900	.....	.....
	Power, Eva			1915	1½	3	.....	.....	700

Tamworth	Pickering, John Robert			1912	5½	2	1,100		
	Eastcott, Edna Victoria			1914	1	4½			650
Tara	Gilmour, Allan *	B.A., Queen's		1911	9	4½	1,200		
	Blacklock, Jessie C.			1914	2½	2			800
Tavistock	Lawrence, Jessie F.	B.A., Tor.		1914	1	8	1,200		
	Kennedy, Elizabeth C. (Interim)			1914	1	2			700
Teeswater	Thompson, Harry C.			1912	2½	3	1,050		
	Guilfoyle, Annie			1915	4½	1			750
Thamesville	Smith, Donald G. ††			1914	½	3½	1,200		
	McGugan, Mabel C. (Interim)			1914	½	1			650
Thessalon	Burchill (Mrs.), Jean S.			1911	10½	10	950		
	Warnock, Grace Isobel (Interim)			1914	½				750
Thornbury	Henderson, James C. G.	B.A., McMaster		1914	½	3	1,200		
	McTaggart, Clara			1910	5	7½			700
Thorndale, 8 West Nissouri	Young, Clara **			1914	2		950		
	Mackenzie, Elizabeth S.			1913	5½	1			800
Tilbury	Douglas, Adam Cunningham			1912	2	2½	1,000		
	Anderson, Alberta			1914	½	4			650
Tottenham	Clarke, Frank B.			1911	11½	6	1,125		
	Mitchell, Grace Lillian (Interim)			1913	1½				650
Tweed	Currie, Dugald			1914	7	12	1,200		
	Thompson, Mildred A. (Interim)			1914	½	2			700
Wallaceburg	Dickenson, Edgar Urwin *	B.A., Tor.		1904	10	3	1,500		
	Bentley, Annie Elizabeth †(Int.)	B.A., Queen's	Fr. and Ger.	1913	1½				800
	Challinor, John Lewis (Interim)			1913	1½			800	
Warkworth, 2 Percy	Davison, Jean M.	B.A., Queen's		1913	2½	4	1,100		
	Redmond, Josephine E. (Interim)	B.A., Queen's		1914	1	1			850
Webbwood	Thornhill, Janet V.			1914	5	5	1,000		

*High School Principal's Certificate. **Endorsed for Principalship of Grade B Continuation School.
†Holds Elementary Art certificate. ‡Holds Elementary Vocal Music certificate. ††Holds certificate in Elementary Physical Culture.

List of Principals and Assistants of Continuation Schools, January, 1915—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's Certificate)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
West Lorne	Coulter, Eva M.	B.A., Queen's	Eng. & Hist. (Int.)	1914	1	5½	1,000	.....	.....
Westmeath, 2 Westmeath	Norton, M. Maud	.....	.....	1912	3	10	1,100	.....	.....
Westport	Taggart, Burton C.	B.A., Queen's	.....	1913	1½	2½	1,200	.....	.....
	Manning, Kathleen .....(Interim)	.....	.....	1914	½	....	.....	.....	750
Westport (R. C. Sep. Sch.)	Sister St. Andrew (McIntosh, Catharine) .....(II. Class)	.....	.....	1888	26	....	600	.....	.....
Wheatley	Willoughby, Annie J.	.....	.....	1914	4½	5	1,200	.....	.....
	Eaton, Ethel C.....†.	.....	.....	1914	1	2	.....	.....	650
Winona, 1 Saltfleet	VanDuzer, L. Mabel.....*	B.A., Tor.	.....	1914	3	....	900	.....	.....
Wolfe Island, 4 Wolfe Island	Hall, Florence Grace (Int.) (Temp.)	B.A., Tor.	.....	1914	1	....	700	.....	.....
Wroxeter	Dell, Bertha	.....	.....	1912	6	2	900	.....	.....
	Bambridge, Verna .....(Interim)	.....	.....	1913	1½	1	.....	.....	600

*Holds High School Principal's certificate. †Holds Elementary Art certificate.

SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1915

Number of Schools, Sex and Number of Teachers, and Percentages

Schools

Three-teacher Schools	8
Two-teacher Schools	91
One-teacher Schools	31
Number of Schools	130
Increase for the year	5

Teachers

Gentlemen	73
Ladies	164
Total	237
Increase for the year	19

Percentages

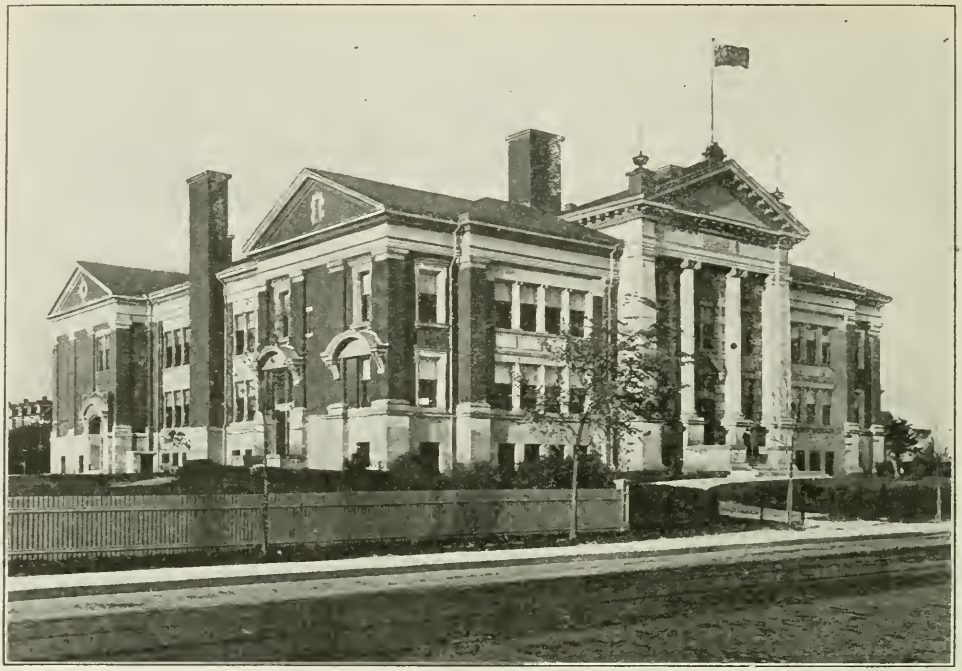
January, 1915: Gentlemen, 30.80; Ladies, 69.19
January, 1914: Gentlemen, 31.65; Ladies, 68.34
January, 1913: Gentlemen, 34.95; Ladies, 65.04
January, 1912: Gentlemen, 39.44; Ladies, 60.55

Salaries

Highest Salary, Principals	$2,000
" " Male Assistants	1,500
" " Female "	900
Average Salary, Principals	1,099
Increase for the year	17
Average Salary of Assistants	745
Increase for the year	1
Average Salary, Male Assistants	958
" " Female "	733
Increase for the year, Male Assistants	41
Increase for the year, Female Assistants	1

University Graduates, Specialists, etc.

Graduates	55
Non-Graduates	182
Percentage of Graduates, 1915	23.20
" " 1914	17.88
Percentage of Non-Graduates, 1915	76.79
" " 1914	82.11
Specialists	7
Interim Specialists	12
Instructors in Agriculture	2



Riverdale Collegiate Institute, Toronto

Kenora High School

APPENDIX S

REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I. REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my Annual Report on the High Schools and Collegiate Institutes in my inspectorate.

During the academic year 1913-1914 it was my privilege to visit the Collegiate Institutes at Clinton, Fort William, Goderich, Guelph, Niagara Falls, Owen Sound, Port Arthur, Seaforth, Toronto (Harbord Street), Toronto (Humberside), Toronto (Jarvis Street), Toronto (Malvern Avenue), Toronto (Oakwood), Toronto (Parkdale), Toronto (Riverdale), and the High Schools at Arthur, Beamsville, Brampton, Caledonia, Cayuga, Chatsworth, Chesley, Dundalk, Dundas, Dunnville, Durham, Elora, Fergus, Flesherton, Grimsby, Hagersville, Harriston, Kenora, Kincardine, Listowel, Markdale, Mitchell, Mount Forest, Niagara, Niagara Falls South, North Toronto, Paris, Port Dover, Port Elgin, Sault Ste. Marie, Smithville, Streetsville, Thorold, Toronto (Commerce and Finance), Walkerton, Waterdown, Welland, Wiarton, Wingham—54 Schools.

New Collegiate Institutes

Three of the schools in my inspectorate were during last year honoured with an elevation of status. The Malvern Avenue High School, Toronto, the Oakwood High School, Toronto, and the Riverdale High School, Toronto, became Collegiate Institutes early in 1914. These are all new schools, the oldest not being in existence twelve years ago and the youngest being housed in a Public School building only five years ago.

New High Schools

In September, 1913, thirteen Continuation Schools became High Schools. Of these schools the following five were in my inspectorate: Chatsworth (two teachers), Dundalk (two teachers), Durham (three teachers), Flesherton (two teachers), Markdale (two teachers). I was pleased to find the conditions in these new High Schools quite as satisfactory in most respects as in the long-established High Schools of two and three teachers. The number of pupils in these new High Schools gives some indication of their standing in our system of secondary education. At the time of inspection Chatsworth had thirty-eight pupils; Dundalk, fifty-one; Durham, ninety-one; Flesherton, fifty-five, and Markdale, forty-nine.

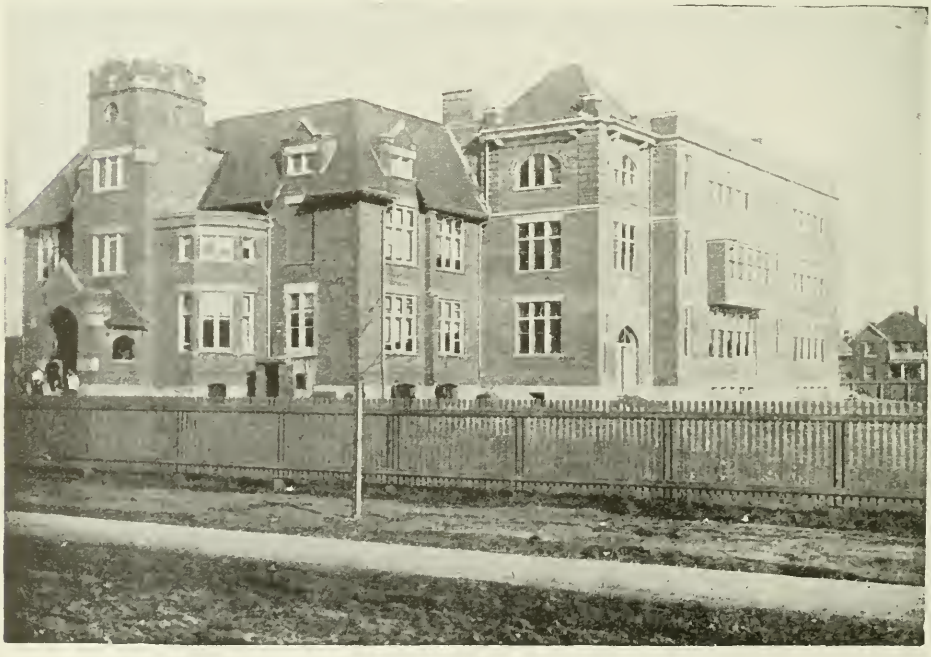
Approved Schools

The grading of the schools of my inspectorate under Regulation 3 is as follows:

Approved Schools, Grade I. 5 Schools.
Approved Schools, Grade II, 22 Schools.
Not approved, 27 Schools.

Amid the ebb and flow which have occurred in the grading since last year one fact stands prominent,—there has been a substantial advance, as the following figures

North Toronto High School



Malvern Avenue Collegiate Institute, Toronto

show: four schools have improved their grading from "II" to "I"; one school with no grading last year has since secured Grade "I"; four schools have advanced from no grading to Grade "II"; five have lost their grading of the former year. That is, nine have advanced and five have receded under the operation of the somewhat strict requirements of Regulation 3.

Changes in Staffs

As my work last year took me, for the most part, to the same schools as in 1912-1913, it was interesting to notice the changes which had occurred in the composition of the staffs in the interval between the two annual visits. Fifteen of the fifty-four schools had changed principals. In twenty schools one teacher had gone to a new field. In eleven schools two teachers had moved. Three teachers had departed from seven of the schools. In three of the schools four members of the former staffs had gone elsewhere. During the year I had the pleasure of meeting no fewer than twenty-three beginners, and I am glad to report that the general average of ability and competency among these new High School teachers is highly satisfactory.

Circular 28

In August, 1913, a Memorandum of Suggestions for the organization of their schools was sent out to all High School Principals. A recommendation was made that not all the subjects of the course should be taken up concurrently or with equal intensity throughout the year. A suggested allotment of time for the different subjects was submitted. The recommendation of the circular regarding intensive study fell, in most cases, on deaf ears, or the principals found, or thought they found, the scheme impracticable, as a whole or in part. Only four or five principals out of fifty-four made any change in their accustomed mode of organization. It is a common remark that the schoolmaster is the most unchangeable of mankind. The reception which this Circular 28 received indicates, I think, that the principals were afraid to venture on so great an innovation, for they have continually before their imaginations the terrible ogre of the midsummer tests. They prefer the conditions which are familiar rather than new conditions which might possibly embarrass, if not confound them.

Model Seasonal Course in Art

The same fate, in the main, awaited the kindly intentions of the carefully drawn up and really valuable schedule prepared by the Department of Education for the help of the inexperienced teacher of Art. "Not all the details of this course are compulsory," was the preface to Appendix E., and behind the safe protection of that preface the majority of the teachers of Art pursued the former tenor of their way without perturbation, and, as it happened, without midsummer disasters. In particular, the suggestions for Picture Study were, as far as I could determine, more honoured in the breach than the observance.

The course in Lower School Art for last year was, moreover, much too extensive and complex. Four mediums were demanded, pencil, brush and ink, crayons, water colours, and charcoal and coloured chalk were suggested for use in the second year. It was found impossible to do satisfactory work in all sections of this multiplex programme. The teachers of Art found little time for more than pencil work and brush work, which, they were confident, would supply the only feasible sort of test at the summer examinations. Their view proved to be correct, and their

dereliction in omitting to train their pupils with all the mediums was not a costly experiment. This year the shortened and simplified course is almost entirely acceptable to masters and pupils alike.

Middle School Art

Only four of the schools of my inspectorate had on their staffs qualified specialists in Art,—Clinton, Humberside (Toronto), Parkdale (Toronto), and Riverdale (Toronto). Only two of these schools sent in to the Department at midsummer the exhibits of their pupils, and received the Annual Grant of $100 under Regulation 8.

Improved Accommodations

Only one new High School building was erected last year in my inspectorate. The excellent new school in Kenora, the most distant of High School towns, was occupied early in 1914. Its cost was about $37,000. In my last Report I made mention of the new High School building in North Toronto. The building was occupied on November 1st, 1913. During the year the Riverdale School (Toronto), and the Malvern Avenue School (Toronto), were enlarged to meet the demands of a much increased attendance and the requirements of the Regulations in reference to Collegiate Institute standing. A new High School building in Port Dover is approaching completion and will be ready for occupation by Easter next, or at latest by September. If the wide-spread financial depression had not intervened new buildings in Beamsville, Durham, Guelph, Waterdown and Welland would probably now be in process of erection. The new School of Finance and Commerce, Toronto, is now under the trowel of the masons. The cost of the site and the building will exceed $350,000. It is expected that all the accommodations will be completed before September, 1916.

A magnificent Collegiate Institute building has been planned for Guelph. After the war I have no doubt the project will be pushed to completion. New homes for the Jarvis Street Collegiate Institute (Toronto), and the Parkdale Collegiate Institute (Toronto), have been needed and talked of so long that I am afraid to venture on any forecast regarding the happy day when the teachers and pupils of these great schools shall have such accommodations as they richly deserve.

Increases in Staffs

In the twelvemonth five schools have found it necessary to increase the staff on account of increase of attendance. Only one school felt it advisable to reduce the number of teachers. The schools which added to their staffs are these:

Humberside (Toronto), staff increased from 10 to 14 teachers.
Oakwood (Toronto), staff increased from 8 to 11 teachers.
Riverdale (Toronto), staff increased from 9 to 10 teachers.
Wingham, staff increased from 5 to 6 teachers.
North Toronto, staff increased from 3 to 4 teachers.

Minimum Equipment

It seems desirable to make some comments on the effects produced in the schools by certain new regulations which became operative in September, 1913.

The new scale of Minimum Equipment for High Schools, although very moderate in its demands, caught nearly all the schools below the required standard. It

would appear that it is reasonable to expect an ordinary High School of four or five teachers to have a library worth $450, scientific apparatus worth $450, biological specimens worth $75, maps and globes worth $50, and art models worth $75. Very few, indeed, of the schools in my inspectorate measured up to the new requirements. Nearly all, in fact, were deficient in the matter of biological specimens. Of course, many of these schools will be found deficient again this year, as the standard minimum for biological specimens has been raised another notch to $100.

Elementary Certificates in Art, Commercial Work and Physical Culture

The new Regulations, 7 and 8, came upon the schools without warning and created much apprehension. There was much question and debate as to the meaning of the phrase, "after reasonable notice." The pressure in regard to the Elementary Commercial Certificate was eased at once in many schools by dropping commercial work altogether. The demand for a Certificate in Physical Culture was met, in many cases, by the query: "Does the Department of Education expect our whole staff to qualify in the summer, for we all share in the teaching of the Physical Exercises." The demand for an Elementary Certificate in Art proved almost immediately effective. A considerable number of the teachers of Art received their Elementary Certificate for meritorious work in former years and a large proportion of the others determined to attend the Summer School in Art. The results of the summer examinations were most gratifying. No doubt next summer will see practically all our Art teachers fully qualified under the new rule. It will probably be several years before all the teachers of Physical Culture in the High Schools of the Province have the required qualifications in Physical Culture. The High School Inspectors will watch the developments with care and will report to the Department of Education from time to time what progress is being made towards providing the schools with teachers of Physical Culture who have the new qualifications.

Time Devoted to Physical Culture

The new direction of 1913 which permitted the principal to substitute for not more than half the time prescribed for Physical Culture suitable sports and games led to some curious interpretations. Many of the principals arranged a schedule which gave all of September and October, May and June, to games, and the rest of the school year to Physical Culture. These principals had entirely failed to understand the objects and results of regular physical exercises, carried on in organized classes every week of the year. No one maintains that physical exercises are an adequate substitute for sports or that formal exercises can ever supply the place of exercises prompted by nature, but a proper blending of the two forms of exercises seems to be the ideal system. Some teachers aver that happiness is the most powerful of tonics, and that while the pupils are happy at games they are indifferent and even sullen when drawn up in formal order for collective activity. If these teachers could see the joyous alacrity with which the pupils of well-conducted classes rush to participate in calisthenics and gymnastics, they would, I think, soon forsake the false doctrines of Herbert Spencer regarding bodily exercises. Spencer's views were the narrow views of a philosopher who judged that his own inclinations and habits should be universal.

Bookkeeping in the High Schools

The removal of Bookkeeping from the list of subjects of examination for admission to the Normal Schools produced an unexpected result. Many schools, about a quarter of those in my inspectorate, dropped Bookkeeping from the school programme, or provided only a very short course of a few months' duration. How many of the teachers of Bookkeeping in these schools had in view the pressure of Regulation 8 (which demands an Elementary Certificate in Commercial Work) it is impossible to say. At any rate, the study of Bookkeeping, excepting in Commercial Classes, is now in many schools relegated to a very insignificant place on the programme. We may, I think, soon expect a reaction, when local sentiment is aroused by the omission.

Reading in Second Forms of High Schools

An innovation in the matter of Reading was introduced by the Regulations of 1913. "When the course in Form IV of the Public and Separate Schools has been properly completed, the course prescribed for Reading in the First Year of the Lower School should be sufficient for the special study of this subject." In the fall of 1913 the classes in Reading began to disappear from the Second Forms of most schools. In all the schools, however, the Inspector's test was applied as usual, and as the year advanced it became more and more evident that in schools in which no special organization for Reading had been provided in the Second Form the quality of the pupils' efforts had deteriorated. The proof was plain in the comparative records of the Second Forms of these schools for the year before the innovation and the year after. Moreover, in most schools only about a third of the lessons in the High School Reader are read by the pupils in class during their first year, although the examination in Reading at the end of the Lower School course demands a familiarity with all the lessons in the Reader. It would appear that in a subject where constant practice counts for so much there should be no cessation in the preparation of the pupils for the final test at the end of the second year. If present conditions continue I fear that there will be a tendency on the part of the examiners in Reading to make the final test a perfunctory one.

Writing and Spelling in the High Schools

"Special classes in Writing and Spelling should not be necessary when the course in Form IV of the Public and Separate Schools has been properly completed." Unfortunately the course in nearly all the elementary schools is not satisfactorily completed. The principals of the High Schools realize the deficiencies of the "Entrance Pupils," for before 1913 nearly all principals found it necessary to organize classes for Writing and Spelling at least in the First Form.

In those schools in which Reading, Writing and Spelling were retained on the programme during 1913-1914, I saw no indications that the other classes of these schools had suffered in any way, and I did notice that the record made in Reading, Writing and Spelling by these schools was superior to the record made by the pupils of those schools which had no organized classes in these elementary subjects.

Oral Arithmetic

There is one form of mental exercise in the class-room which seems to me to surpass all others in the promptness with which its stimulating qualities work; and, strange to say, it is the very form of exercise which is almost universally

neglected. I know of nothing which will so quickly banish lethargy from a listless class as ten minutes of rapid calculation. Interest develops into enthusiasm as the pace is quickened and as the infinite variety in the possible manipulation of numbers seizes the attention. It is the one spell that never fails to work in the Arithmetic class. It sends the dull blood "bounding free through pulse and heart and vein." Every passing year I commend this form of exercise more and more earnestly to teachers of Arithmetic and Algebra. Indeed, one of the most interesting, impressive and effective lessons in Algebra that I ever heard was one conducted orally by a skilled teacher of mathematics.

Sight Translation

What oral Arithmetic is to the wise mathematical master oral "sight translation" is to the teacher of languages. Here, too, I find a strange reluctance among the majority of teachers in respect to a frequent employment of this invaluable form of exercise. The usual objection to giving a fair share of the time (say, twenty per cent.) to "sight translation" is that not enough time will be available for mastering the prescribed texts. Such a plea always indicates conclusively that the teacher has never given sufficient time to "sight work." It is a case of "drink deep or taste not." "Sight translation" is one of the most effective exercises in mastering any language. Every lesson tells the teacher and the pupil just what progress has been made in acquiring a facility in translation. The ordinary preparation of the prescribed texts is usually helped by annotations, by the guidance of fellow-pupils, and, too often, by that most mischievous of all aids,—the printed "crib." The exercise in "sight translation" pulls away all props and crutches, and shows the feeble learner the weakness of harmful methods. The element of competition, too, stirs the latent pride of laggards and makes them endeavour to keep up with those who are outstripping them. Without fear of contradiction I declare that the Middle School class, which has had a half-hour's exercise each week in "Sight Translation," will, at the end of the year, have made much greater progress than would have been possible in other conditions and will face the midsummer examinations with a confidence born of many successful struggles in the class-room.

Selections for Memorization

I have to report some dissatisfaction among the teachers of English Literature in regard to the selections prescribed for memorization. The criticisms are mainly these—the number of lines prescribed is too great—the lines selected are not all of suitable quality. I have much sympathy for those teachers who feel that, if it is really necessary to prescribe the passages for memorization, the selections should have undoubted merit. Many of the lines prescribed are certainly not worth holding in the memory for life, and that, it seems to me, should be the main consideration. It is presumed that the memorization of poetical passages is for cultural rather than for mnemonic purposes. In my Report of two years ago I dwelt on this theme, and in view of what has occurred since I beg permission to repeat what I then said: "It is not for the purpose of training the memory that poetry should be learned nor to meet the demands of a written examination. The main purpose should be to store the memory with the noble thoughts and sentiments of the greatest writers. There will come a time in the lives of all when the recollection of some fine sentiment or sublime thought, expressed in compact and beautiful form, and laid away during youth in the treasure house of the memory, will be worth much

more than all the labour that fixed it there imperishably. The lines may flash up on a public platform, in the give-and-take of social converse, in the writing of a letter, article or speech, or in some hour of distress or disappointment when this rare form of solace may be incalculably precious. I do not advocate the committing to memory of long passages: rather the learning of single lines and brief excerpts." The weakness of the present procedure is due to the fact that long passages are prescribed which contain only a few lines of exceptional merit, and many brief passages of undoubted merit, scattered throughout the selections prescribed, are passed over. To illustrate: in this year's schedule of passages for memorization six sections from "In Memoriam" are prescribed, and the following short extracts from other sections of the poem are passed over:

(1) "I hold it true, whate'er befall;
I feel it, when I sorrow most;
'Tis better to have loved and lost
Than never to have loved at all."

(2) "Who loves not Knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail."

(3) "There rolls the deep where grew the tree.
O earth, what changes hast thou seen!
There where the long street roars, hath been
The stillness of the central sea.

"The hills are shadows, and they flow
From form to form, and nothing stands;
They melt like mist, the solid lands,
Like clouds they shape themselves and go."

In this very important part of education surely some method can be devised which will meet the demands of taste and culture and at the same time lend itself to the exigencies of the written examination. Moreover, I agree with those teachers who think that the number of verses to be learned for examination purposes, over three hundred, is inordinately large. If the quality of all the passages were sterling, perhaps the game would be worth the candle. As it is, much memorization is a weariness of the flesh.

I have the honour to be, Sir,

Your obedient servant.

J. E. Wetherell,

Toronto, December 26th, 1914.

II. REPORT OF INSPECTOR SPOTTON

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to report as follows upon the schools in my inspectorate for the academic year 1913-1914.

During the year I visited the Collegiate Institutes at Barrie, Brockville, Collingwood, Hamilton, Kingston, Lindsay, Ottawa, Perth, Renfrew, St. Catharines, Smith's Falls and Vankleek Hill, 12 in number, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Aurora, Avonmore, Bradford, Brighton, Campbellford, Carleton Place, Chesterville, Colborne, Cornwall, Gananoque, Gravenhurst, Haileybury, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Meaford, Midland, Morewood, Newburgh, Newmarket, North Bay, Norwood, Omemee, Orangeville, Pembroke, Penetanguishene, Plantagenet, Port Perry, Rockland, Stirling, Sudbury, Sydenham, Uxbridge, Weston and Winchester, 41 in number, making a total of 53 schools.

Of the High Schools named four, viz., Avonmore, Chesterville, Morewood and Winchester, had been recently transferred from the ranks of the Continuation Schools, and were now inspected as High Schools for the first time. Speaking in general terms of these four schools, I think that the prospects of a useful career under the new responsibilities they have assumed are very good indeed. At Avonmore, Morewood and Chesterville, new and separate buildings of a very suitable character have been erected and occupied, while at Winchester a new building is in course of completion. In all four schools reasonable progress has been made in the matter of equipment, and a commendable spirit of work was apparent. The grounds in all cases are of liberal extent.

In my last report I dealt at some length with the improvements and the drawbacks which had come under my observation in connection with the buildings of the other High Schools and of the Collegiate Institutes in the foregoing list, so that there is little to add on the present occasion. The improvements which were in progress at Athens, Sydenham, and Weston at the time of the previous inspection have now been completed. At Weston a very fine new building has been erected, and is now occupied. An excellent picture of the building and also one of the interior of the laboratory therein accompany this report. At the time of my inspection the new building at Barrie had not been completed, but sufficient had been done to give an idea of the liberal provision being made in the way of laboratory accommodation, gymnasium, assembly hall, etc., for the various activities of the school. At Athens, the new addition comprises two commodious class-rooms and an assembly-hall, while the older part of the building has been remodelled to some extent, so as to furnish a much more liberal hall accommodation, and a greatly improved laboratory. The extent and character of the improvements at Sydenham are very similar to those at Athens, an excellent new laboratory being a special feature.

Physical Culture

The work in this department continues to be of a generally satisfactory character. The provision is, as might be expected, exceptionally good in the larger and more highly organized schools with well equipped gymnasia and roomy assembly-halls, and best of all where it has been possible to put the work in the hands of specially trained instructors who devote practically their whole time to it. In two or three schools, where the accommodations are unusually cramped, the work has to

The Laboratory, Weston High School

Weston High School

be suspended during the winter months, and in eight schools, including the four recently transferred, no systematic provision had as yet been made at the time of my visit.

The Regulations of the Department now require that teachers of Physical Culture, in both High Schools and Collegiate Institutes, shall hold certificates of qualification for this work—an Elementary certificate in the case of High Schools and a Specialist's certificate in the case of Collegiate Institutes. Provision has been made for the necessary instruction by means of summer classes arranged for between the Department of Education and the Department of Militia and Defence, Ottawa. Full particulars regarding these courses and certificates are contained in a pamphlet issued by the Department of Education. At present, the certificates held are chiefly the Strathcona Grade B certificate, the Cadet Instructor's certificate, and the certificates issued by the University of Toronto. Due consideration in the way of exemptions is extended to holders of such certificates, and the indications are that increasing numbers of teachers will avail themselves of the opportunities afforded to secure the full departmental qualification. To teachers applying for positions on the staffs of the High Schools the advantage of having this additional qualification is obvious.

Reading, Writing and Spelling

The usual attention to an inspection of the work in these fundamental subjects was given in all the schools visited. The results do not differ so materially from those reported last year as to require a detailed statement. In regard to Reading, I felt it desirable to ascertain the effect of the change in the Regulations bearing on the time to be devoted to this subject in the Lower School. The rule until recently was that a specified time should be given to Reading in each form of the Lower School. In order to help to meet the complaints made by teachers of the undue burden of work laid upon the pupils, it was thought well to relax this rule, and to leave the question of continuing Reading in the second year largely optional with the local authorities. In consequence, Reading as a second year subject was dropped in a good many schools. I made a practice, therefore, of examining the second year pupils in Reading at all my visits. In thirteen of the schools I felt that the standard reached was not sufficiently high to justify the entire dropping of the subject, and I so advised the Principals, and suggested either the allotment of a period a week in the time-table, or, if that could not be managed, additional stressing of the subject in connection with the work in English Literature.

In this connection it is proper to refer to the memorization work which forms part of the prescribed courses in Literature. The passages selected for memorization have been chosen presumably for their beauty of thought and expression, and it would naturally be expected that in reciting them the best efforts of the pupils would be put forward to do them justice. I confess that most of the exercises of this kind which came under my observation were very disappointing. The opportunities for putting into practice the principles taught in the Reading classes were almost invariably thrown away, and, so far as I could see, the advantage of the exercise as an aid to culture was practically *nil*.

Book-keeping

Reference has already been made to the provision of Circular 28 in the matter of reducing the time allotted to Reading, with a view to lightening the burden of studies. This circular also provided that hereafter Book-keeping would be removed from the list of examination subjects in the Lower School. The immediate effect of

this was, in the case of a number of schools, the dropping of the subject from the regular Lower School courses. It was, of course, continued in the commercial classes. Of the schools in my inspectorate, fourteen dropped Book-keeping in the Lower School, and in other cases, while the subject was kept up, it was taken in a somewhat leisurely fashion. On the whole, the effect of the Regulation is, I think, good, because it enables schools where there is no demand for the work to relieve the pressure upon their time to some extent, and at the same time allows the continuation of the subject, where it may be demanded, without undue stressing.

Stressing of Subjects

Circular 28 contained valuable suggestions to Principals tending to remedy the over-pressure which had been brought to the notice of the Department. Among these suggestions perhaps the most notable were those having reference to such an organization of the school work as would allow alternate stressing and intermitting of important subjects, so that "not all the subjects should be taken up concurrently, or with equal intensity, throughout the year." A very carefully prepared allotment of time for the Lower School subjects was included in the circular, to illustrate how this principle might be carried into practice. Wherever the scheme has been fairly tried the results seem to have been satisfactory, though it is perhaps too early yet to pronounce definitely on all its phases. But there is no doubt that in many, if not most schools, there has been a reluctance to break away from the long-established system of carrying practically all of the subjects simultaneously. This reluctance seems to be the result of timidity as to the effect upon examination results of the intermission of subjects, say for a term at a time. Those who have tried it, however, are impressed with the advantage of concentration upon fewer subjects, and of being able to divide the day into fewer periods of somewhat greater length.

In view of the establishment of a Lower School examination at the end of the second year, most of the schools have adopted a plan of stressing certain examination subjects in the second year as the examination approaches. This is entirely justifiable, but it has appeared to me to be necessary in some cases to utter a warning against carrying this stressing to such an extreme as to jeopardize the interests of pupils in other directions, notably in language work. In general, however, the stressing is done in a judicious manner.

Science

I have practically nothing to add to the remarks I made in my last report on existing conditions in the matter of science-teaching. A great deal of excellent work is being done, and if any fault is to be found it is chiefly in relation to the outdoor work. The best results are undoubtedly obtained where the teacher takes the trouble to lay out his work systematically, and to correlate the out-of-doors work with what is going on in the laboratory. So far as plant collections are concerned, it is felt that the instructions in the new Regulations, which define accurately what is expected in the way of identifying wild plants, and of collecting and preserving specially good specimens of the plants identified, will lead to economy of time, and to generally better results.

Middle School Art

In a steadily increasing number of schools the Middle School course in Art is being attempted, and in some notable cases with marked success. The fact that this course is now accepted as an equivalent for Latin as a bonus subject at the

examination for Entrance to the Normal Schools has undoubtedly given a stimulus to the extension of the Art work, and is a concession to those whose tastes tend in this direction rather than towards the study of languages. This increasing tendency has, however, opened up the question of the qualifications of the teachers who are attempting this extended work, and of the amount of time which can be given to it in the school programme. The Department has for some time past been pressing upon the notice of the schools the necessity of providing instructors in Art with proper technical qualifications, and has, by establishing summer courses in the subject, provided the means whereby these qualifications can be secured. If these qualifications are essential for the efficient carrying on of the Lower School work, they are much more so if the work is extended into the Middle School, and the Department, while giving all reasonable consideration in the matter of time for adjustment to the conditions, will rightly insist that no unnecessary time shall be lost by the teachers in securing their certificates in accordance with the Regulations.

As Art is accepted as a bonus subject on a par with Latin, it is clearly only reasonable that a similar amount of time should be allotted to both subjects in the school time-table.

The recent Regulations require that before Middle School Art (as well as certain other courses) can be taken up in a school, the Minister must be satisfied that satisfactory provision has been made therefor. Notice of the intention to establish the course must be sent to the Minister, and without this notice and the Minister's approval the establishment of the course will not be authorized, nor will examinations in the course be held at the centre.

I have the honour to be, Sir,

Your obedient servant,

H. B. SPOTTON.

TORONTO, December, 1914.

III.—REPORT OF INSPECTOR HOUSTON

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education for Ontario:

SIR,—I beg to submit for your consideration a brief report on the condition of the schools under my supervision during the school year 1913-1914.

I have the honour to remain, Sir,

Your obedient servant,

J. A. HOUSTON.

December, 1914.

During the year I visited the Collegiate Institutes at Berlin, Brantford, Chatham, Cobourg, Galt, Ingersoll, London, Morrisburgh, Napanee, Orillia, Peterboro, Picton, Ridgetown, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Windsor, and Woodstock, twenty in all, and the High Schools at Aylmer, Alliston, Amherstburg, Belleville, Bowmanville, Coldwater, Deseronto, Dutton, Essex, Forest,

Georgetown, Glencoe, Leamington, Lucan, Newcastle, Oakville, Oshawa, Parkhill, Petrolia, Port Hope, Port Rowan, Prescott, Richmond Hill, Simcoe, Thorndale, Tillsonburg, Trenton, Vienna, Wardsville, Watford, Waterford, Whitby, and Williamstown, thirty-three in all, making a total of fifty-three schools. I had visited most of these during the previous year, and hence was quite in touch with their general condition.

Accommodation

There have been no material changes in accommodations since my last report, and the grading in the majority of cases remains unaltered, consequently, I give no tabulated statement of gradings in the various departments as I did last year. There are still a few antiquated and out-of-date buildings in which the modern conveniences for educational progress are conspicious only by their absence, and which are even a menace to the health of the pupils, but each year sees an advance in some quarter, and boards have generally shown a laudable desire to provide what is necessary so far as circumstances will allow. The new buildings to which I referred last year as being in course of erection in St. Mary's, Woodstock and Strathroy have all been completed and more than satisfy the expectations of those who planned them.

Reading

The work in this subject continues to be generally satisfactory, though more time might be profitably spent in formal training in vocal gymnastics. Clearness of articulation and the proper use of the voice are not emphasized as much as they deserve. It takes both time and practice to eradicate the careless indistinctness with which many of our pupils both speak and read. I notice too that in reading many pupils fail to grasp the meaning. They say the words but that is all. The cure for this may possibly be found in the lessons in Literature and History rather than in the formal reading lesson. Reading the words without grasping the sense explains the great amount of time pupils say they spend on subjects of which they yet know but little. Almost any teacher of History will endorse this statement.

Writing and Spelling

I cannot report any very marked improvement in these two subjects though they both receive a due amount of time and attention in the schools. To my mind success here does not depend so much on the efforts of any one individual teacher as on the determination of all the members of the staff to pay particular attention to the writing and spelling in every lesson that is taught no matter what the subject may be, to accept no exercise that is carelessly done, and to test the spelling constantly and systematically in every subject on the programme. Pupils must be trained to learn new words, as older readers do, whenever and wherever they meet them. I have noticed that almost without exception the good writers are also the good spellers, that neatness of writing always tends to accuracy, and that there is nothing will return better interest on the time invested than the demand that every exercise shall be done as neatly as possible. The result may not be Spencerian Copperplate but it will invariably be a characteristic individual handwriting which will be both legible and creditable.

English Composition

Composition is receiving a great deal of attention, yet I have wondered sometimes if our pupils are getting as much out of the subject as their efforts deserve, if the results are commensurate with the time and energy devoted to it, if the relation

between Composition and the other subjects of study is always fully realized, if there is sufficient correlation with other subjects or if teachers understand that every expression of thought, spoken or written, is an exercise in Composition. Too great a number of pupils, even in the senior classes, seem unable to give a clearly and fully expressed answer of two or three sentences. There is a tendency to accept a half idea, if it appears to have the right foundation, rather than take the time necessary to secure a complete well-framed expression of thought.

It is always interesting to learn how others carry on their work. I have pleasure in giving here the programme for the English Composition of the Middle School for September and October as prepared by Mr. F. H. Bell, of the Windsor Collegiate Institute, who has been markedly successful in teaching the subject. It will be noticed that the plan calls for three lessons per week, that oral work is especially emphasized, and that the orals are largely founded on the work in Supplementary English.

Composition Programme, September

1. The Story: Story-Telling: Selection of matter.
   H. S. Comp., page 160, 2nd par.; also H.S.C., pages 1-4.
2. "The Bondsman and the King." H.S.C., page 1.
   Read at home, reproduced in class with special regard to selection of details.
3. Requirements of Oral Composition. The Oral Composition course.
   Assignments for following week:
   (*a*) The Myth of Prometheus (favorite Greek myths).
   (*b*) Ceres and Proserpine (Greek myths).
   (*c*) The Wrath of Achilles (Story of Iliad).
4. Discussion of story. "The Fraud of the Priests of Baal."
   Read in class, with special regard to selection of material and to paragraphs.
   Study also the Story of Joseph, as a typical ancient story.
5. Introductions. H.S.C., page 160.
   The examination of various stories with special regard to introduction.
6. Orals.
   Discussion of Orals.
   Orals assigned:
   (*a*) The Myth of Phaethon.
   (*b*) Apollo's Lyre (Greek myths).
   (*c*) The Fall of Troy (Stories from Æneid).
7. Assignment of October essay.
   The story of any one of Shakespeare's plays.
   Any of the King Arthur stories.
   (This essay to be prepared at home, but written in class.)
   The possibilities of interest in
   The Merchant of Venice.
   Horatius.
8. Discussion and correction of defects in essays handed in.
9. Orals.
   Discussion of Orals.
   Orals assigned:
   (*a*) The Myth of Cadmus (Greek myths).
   (*b*) The Exploits of Diomede (Stories from Iliad).
10. The paragraph: unity of paragraph: grouping of ideas.
    H.S.C., pages 23 and 24.
    Silas Marner, 2nd paragraph, Chapter 1.
11. Writing paragraphs.
    The story of the White Ship.
12. Orals.
    Discussion of Orals.
    Orals assigned:
    (*a*) The Myth of Perseus (Greek myth).
    (*b*) Ulysses in the Land of the Cyclops (Story of the Iliad).

Composition, October

1. Writing October Essay (2 periods).
2. The paragraph: coherence.
   H.S.C., pages 76-78.
   Silas Marner, Chapters I and II.

3. Orals—
   (*a*) Perseus.
   (*b*) Ulysses in the Land of the Cyclops.
   Orals assigned:
   (*a*) The Myths of Bellerophon and of Endymion.
   (*b*) The Island of Circe.
4. The paragraph: connectives: coherence.
   H.S.C., pages 120-122.
   Silas Marner.
5. The November Essay (the biographical essay).
   Macbeth.
   Darius.
   Xerxes.
   (This essay to be prepared at home, but written in class.)
   Aristides.
   Miltiades.
   The possibilities of treatment.
6. Orals—
   (*a*) Bellerophon: Endymion.
   (*b*) The Island of Circe.
   Orals assigned:
   (*a*) Hercules ("Favourite Greek Myths").
   (*b*) Ulysses and the Sirens;
   Scylla and Charybdis.
7. The October Essays—examined for form: writing, punctuation, capitals, margins, etc.; for paragraphing: sequence, selection, proportion, introduction.
8. Changes of tense.
   H.S.C., pages 164-167.
   "English Studies," pages 134-136.
9. Orals—
   (*a*) Hercules.
   (*b*) Ulysses and the Sirens;
   Scylla and Charybdis.
   Orals assigned:
   (*a*) Orpheus and Eurydice (Greek myths).
   Tithonus.
   (*b*) The Return of Ulysses (Story of the Iliad).
10. The biographical essays.
    Models read and analyzed.
11. Ambiguity.
    H.S.C., pages 168-169.
12. Orals—
    (*a*) Orpheus and Eurydice.
    Tithonus.
    (*b*) The Return of Ulysses.
    Orals assigned:
    (*a*) Socrates and his friends.
    (*b*) Judas Maccabeus (Book of Golden Deeds).
    (*c*) Alfred the Great.

Elementary Science

The question of out-door work in Elementary Science still continues to give trouble to many teachers, largely because no definite plan is adopted, the work is not systematized, and no regular time is given to supervise what is being done. A very satisfactory scheme, adopted by many teachers, is to assign two periods per week to laboratory work in Botany, two periods to work in Zoology, and the fifth period wholly to review questioning and to outdoor work. Directions are given as to what may be done during the coming week, some of the records for the past week are read, time is given to discussion, and the lesson becomes a kind of round table conference, with very great benefit in the way of added interest. The fact that the teacher considers the outdoor work of sufficient importance to be taken up regularly each week is enough of itself to rouse the interest of the pupils.

I have permission to give the plan for outdoor work as outlined by one of our most successful teachers. This would have to be modified somewhat to meet present requirements but it shows the general scheme. Each pupil was supplied with a copy

of this Schedule, and reports were made on the progress of the work from week to week.

FIRST YEAR — **Out-door Work** — SPRING

All the work outlined below should be completed and handed in May 27th.

Pupils not having completed the Insect Collection last fall must finish same this spring.

1. *Collection of Wild Plants.*
   1. Will consist of twenty specimens.
   2. Plants must be in bloom.
   3. Where possible the whole plant, including the root, should be obtained.
   4. Specimens to be properly dried and properly mounted on plant mount paper, same size as science note paper (see instructions in hall).
   5. Each specimen to bear the date when obtained, locality and habitat.
   6. A cover for the collection will be provided by the teacher. On this cover place name, form, month and year,—

      Plant Collection,
      Mary Smith, L. VI,
      May, 1913.

2. *Spring Migration Bird List.*
   There must be twenty-five (winter birds excluded).

No.	Name.	Date.	Place of Locality.	Remarks on how to identify, or size and conspicuous markings—nature of bill and feet.
1.	Robin.	Mar. 12.	Springbank	

3. *Spring Flower List.*
   Thirty plants, including shrubs and trees. Both wild and cultivated. At least fifteen wild plants.

No.	Name.	When first seen.	When common.	Place of Locality.	Habitat.
1.	Hepatica	April 3	April 8	Lambeth	Moist Woods.
2.	Marsh Marigold	April 20	May 1	Springbank	Near water, open or shaded.

4. Record also the following observations:
   (1) Earthworms—
      (*a*) When first seen.
      (*b*) Kind of weather when seen.
      (*c*) Castings on garden paths.
      (*d*) Their food.
      (*e*) Their enemies.
   (2) Mosquitoes—
      (*a*) When first seen.
      (*b*) When and where wrigglers observed.
   (3) Frogs and Toads—
      (*a*) When first heard or seen.
      (*b*) When laying eggs.
      (*c*) When tadpoles are first seen.
   (4) Bursting of buds and leafing of—

	Buds bursting.	Leaves fully formed.
Lilac		
Maple.		
Elm.		
Apple.		
Spruce.		

5. A germination experiment to be carried on at home. For fuller directions see instructions in hall.

SECOND YEAR — **Out-door Work** — SPRING

ZOOLOGY

1. Birds—
   Pupils will select twelve birds from the following list: Two sparrows, two woodpeckers, swallow, any warbler, bronzed grackle, meadow lark, cowbird, any hawk, house wren, oriole, bluebird, robin, chickadee, bluejay.
   After making the necessary observations, fill in the following schedule, as follows:

No.	Name.	Date.	Size and Conspicuous Markings.	Food.	Bill.	Feet.	I. or B.
1.	Bluebird.	3-4-13.	7 in. blue above, mostly reddish brown below.	Mostly insects.	Pointed.	Perching.	B.

2. Other Animals—

Make a schedule, stating colour, winter habits, food and home for any four of the following: Squirrel, Chipmunk, Woodchuck, Rabbit, Fox, Muskrat, Raccoon, Mouse, Rat.

This work to be completed and handed in May 27th.

BOTANY

3. Plant Collection—

Pupils will observe the following conditions:

(1) The collection will require twelve sheets of plant mount paper (size of science paper).
   (*a*) Choose four from the following plants in bloom (show entire plant): Indian Turnip, Dutchman's Breeches, Squirrel Corn, Shepherd's Purse, Pepper-root, Early Saxifrage, Bishop's Cap.
   (*b*) Choose four from the following trees in bloom (twig about four inches long, with flowers): Red or Swamp Maple, White or Silver Maple, Sugar Maple, Willow, Aspen or Poplar, June Berry.
   (*c*) Sheet Nine will contain twigs of White and Red Pine.
   (*d*) Sheet Ten will contain twigs of Hemlock and Spruce.
   (*e*) Sheet Eleven will contain one leaf of each of Apple, Plum, Peach, Cherry.
   (*f*) Sheet Twelve will be chosen from the following:
      (i) Leaf of each of Sugar Maple and Red Maple.
      (ii) Leaf of each of White Oak and Red Oak.
      (iii) Leaf of each of American Elm and Slippery Elm.
(2) The sheets will be arranged as indicated above.
(3) Date (month, day of month, year) of collection of each specimen must be given, also common name, habitat and name of collector.
(4) Care should be exercised in pressing, arranging and mounting specimens.
(5) Collection to be handed in on May 27th.
(6) Covers for the collection will be provided by the teacher. On this cover place name, form, month and year, as—

Plant Collection, Second Year,
Mary Smith, L. IX,
May 27th, 1913.

A list of dates of flowering plants mentioned above will be posted in the hall.

Stressing Subjects

In my reports for the last two years, I expressed the opinion that we were often attempting to carry on too many subjects at the same time. I have been pleased to find during the past year that in many schools an effort is being made to remedy this, by intermitting certain subjects for a time and stressing others. The general consensus of opinion appears to be in favour of the plan, and most of those who have given it a trial are pleased with results.

In Brantford Collegiate Institute the experiment was tried systematically and applied to a number of subjects, and I give the Principal's report of results. Under date October 28th, 1914, Mr. Burt says:

"In September, 1913, in reorganizing our school we adopted, almost without modification, the scheme of stressing and intermitting subjects outlined in Circular No. 28.

"It recommended itself to me mainly at first because it enabled me to arrange for nine 35-minute lesson spaces per day instead of eleven half-hour spaces as previously, and I have adopted it again this year for this reason and also because I found the result satisfactory as shown in the progress of our pupils.

"It is true that of our class writing at the Lower School examinations less than fifty per cent. were successful, but the experience of failure in these examinations in the larger schools was so general that I do not pay very much regard to this.

Indeed, the superiority of results in most cases in the small schools was, I have no doubt, due to the fact that the work of each department being in the hands of one teacher he stressed the subjects of the examination, while, in the larger schools where departments were divided into subjects several teachers would do the work that one did in the smaller schools, and each would be striving to get as much as he could from his pupils, and thus would prevent their efforts being concentrated upon the examination subjects.

"Moreover, failures with us were even more numerous in some of the subjects that were not intermitted than in those that were. The general tone of school work and the general standard at our school examinations was better than I can remember for many years and this I attribute largely to the more zealous prosecution of study of a limited number of subjects than it is possible to bring about when energy is dissipated and attention distracted by attempting to follow many lines of work at once.

"It is, of course, too early yet to forsee the results of the operation of this scheme during the present year but all our teachers approve it and so far as I can see it is again working satisfactorily."

Individual Work

Two years ago I suggested the advisability of lessening the amount of home-work and giving pupils more time to work and study in school. I pointed out that this study time could be very advantageously employed by the teacher in individual work with the careless or backward pupils who required special attention. Further observation only confirms my then expressed opinion. The personal touch is largely lost if all the time assigned to a subject is taken up by class instruction and class grinding. The ideal scheme will provide not only for this necessary class instruction, but also for study periods when the pupil may have a chance to test himself, to gain self-reliance, independence and self-initiative, and to experience the joy of achieving. It will also provide for individual attention on the part of the teacher to gain the confidence and learn the disposition of the pupil, to discover his difficulties, to give him judicious help by encouragement, question, or suggestion, and to put him in the way of helping himself. The personality of the teacher may be largely lost in a maze of machinery and method. All the equipment in the world cannot take the place of the personal touch. Anything that brings the pupil closer to the teacher, that makes the relationship between them more intimate, that begets a mutual knowledge and confidence, is going to increase very markedly the progress of that pupil, not only in his particular studies, but in the higher result of increasing his powers and his confidence in himself.

"Individual instruction is the complement of class instruction. It makes *class* teaching possible by preparing each individual mind to receive the instruction; it makes the *class* recitation possible by giving all the individuals the power to participate in the class discussions."

APPENDIX T

REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

I. REPORT OF INSPECTOR MILLS

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1914.

I have the honour to be, Sir,

Your obedient servant,

G. K. Mills.

During the past year I have had charge of the Continuation Schools in Western Ontario. In this division of the Province there are sixty-five schools with one hundred and nineteen teachers giving their whole time, and eight teachers giving half time to Continuation School work.

Progress in Numbers and Teaching Staffs

That these schools are growing in numbers and increasing in efficiency of teaching staffs may be seen from the following comparison:—

	1913.	1914.
Grade A,—having the full time of three teachers	3	3
Grade B,—having the full time of two, but less than the time of three teachers	40	48
Grade C,—(*a*), having one teacher giving full time and a second teacher giving at least half-time	3	7
" (*b*), having the full time of one teacher	16	7

One Grade C school, Crediton, has become a Fifth Class. New schools have been established at Elmira and Winona, and two schools, Thorndale and Coldwater, that were last year inspected by a High School Inspector, are now included in the list of Continuation Schools.

There are 43 men principals in these Continuation Schools. In the Grade A schools there are 3, in the Grade B 35, and in the Grade C that have a half-time teacher in addition to the principal, 5. There is only one man assistant.

The time has arrived when there is a sufficient if not a plentiful supply of teachers for High and Continuation Schools, and this condition will, no doubt, continue for many years. One effect of this, and one that is already felt, will be a greater stability among teachers: good teachers will continue longer in one position and the poorer teachers will be weeded out. This will tend to increase the efficiency of these schools.

Progress in Accommodation and Equipment

New buildings for Continuation School purposes only have been erected at Ripley and Harrow, a new Public and Continuation School building at Paisley, and the building at Cookstown has been remodelled and enlarged. Plans are under way and in various stages of progress for extensions to the present school buildings at Thornbury, Tavistock, Elmira, and Exeter, so as to provide adequate accommodation for the work of both Public and Continuation Schools. The most important factor in causing the increase in the teaching staffs and improvement in accommodation during the past year has been the change in the regulations made in the midsummer of 1913 whereby the course in a school with only one teacher was limited to that of the Lower School. The immediate response by School Boards in providing an additional teacher or a teacher who would give half his time to the work, so that the work of the Middle School might be continued, indicates that the regulation is regarded as in the interest of the pupils and that these schools are appreciated by the people of the communities where they are located. The work of the Middle School has been discontinued to the present in only two schools and in these it will be resumed as soon as the necessary accommodation can be provided.

As these Continuation Schools are everywhere in charge of Public School Boards, and as these Boards are accustomed to the somewhat meagre equipment for Public School purposes, it is sometimes difficult to convince them of the necessity for a liberal expenditure for the proper equipment of the Continuation School. However, if the school has been doing satisfactory work and the community feels that a fair return is being obtained for the money expended there is usually little difficulty about equipment. On the whole, the annual expenditure for equipment is satisfactory.

But there is a decided difficulty about certain features of the accommodation. In particular the closets, water supply, and ventilation are usually very unsatisfactory and frequently also the lighting and heating. This condition arises in most cases from the fact that many of the present buildings are old, and while they are in some cases too good to discard, they are not good enough to justify the expenditure of much money for repairs and improvements. A modern system of school closets, water supply, ventilation and heating is somewhat expensive and many members of school boards as well as ratepayers, accustomed throughout their lives to old conditions, are not easily convinced of the necessity for such an expenditure. They are inclined to regard such things as a luxury that the parents are unable to afford, rather than as a necessity for the health and moral and intellectual progress of the children. However, as new buildings are erected I am pleased to be able to report fair progress in these respects also.

The Work in These Schools

In the relatively small communities in which these schools are located, the teachers, the pupils and the success or otherwise of the work assume a local public importance that is not to be attained by the most successful Collegiate Institute in a large city. In fact, the Continuation School is by far the most important institution in many of these places. One result of this is that the teacher is forced to realize that the school is in the limelight and that, by the majority, his success will be measured by the number he is able to squeeze through the examination. This too frequently leads to work that has for its aim the passing of examinations and the success of such schools in achieving this aim testifies to the effectiveness of this work.

I have no sympathy whatever with the weakling who explains the lack of examination success in his school by the statement, "We do not teach for examination, we prepare for life." He forgets that the very lack of examination success testifies to the fact that his school has failed to develop in the students the desire and the power to apply themselves diligently, which is the very best moral and intellectual preparation for life. But I would like to be able to convince some of the teachers that the passing of an examination is only an incident, an important one undoubtedly, but yet merely a circumstance that will follow honest, efficient work on the part of the teacher and fair application on the part of the pupil of average ability. The aim of the teacher should be directed to his own knowledge of the work, the value of his method of presenting it, and, to cultivating in the pupil the habit of serious and intelligent application to what is worth while. Of the physical, moral, and intellectual training of youth that constitutes an education the written examination tests only the intellectual and that very imperfectly.

There are other considerations that must be taken into account in estimating the educational value of the work done in these schools—considerations that may be placed in the balance against a certain crudeness that may naturally be expected to accompany the work of young teachers with a limited knowledge of the subjects taught—and among these are the following:—

The smaller classes permit of a much greater amount of individual attention and a much closer contact between teacher and pupil.

The more intimate relations existing between teachers and pupils have a restraining influence that is a very important element in the moral training of youth, and also a stimulating influence that calls forth the best intellectual effort.

There are usually three forms and only two teachers. This necessitates frequent study periods which, when under proper supervision, demand independent work and effort from the pupils of all the forms throughout their school life.

The great majority of the pupils receive their education under conditions to which they are accustomed, under the influence of their homes and not subject to the distractions of large centres.

Influence on the Rural Schools

Such pupils, born and raised in the country or in immediate contact with it, educated under conditions that have made constant demands on their individual effort and have thus developed self-reliance, conditions that have done little to lessen home influences or to wean away from rural life, are year by year providing a larger percentage of the teachers in our rural and village schools. In this there is no small benefit to these schools, as such teachers have a knowledge and an appreciation of rural schools and conditions that are impossible for the teacher from the town and the city.

The difficulties and problems of a rural ungraded school with its many classes are bewildering to the teacher whose school experience was obtained in the graded school of the larger centres. The whole life, both in and out of the school, is so different from that to which she has been accustomed that rarely does she feel contented, and although she may give her services faithfully, it is usually without sympathy with her surroundings. Such a teacher remains because she needs the money and leaves with a sigh of relief at the first favourable opportunity.

The Extension of the Work

The greatest problem in connection with these schools remains to be satisfactorily solved, and, to my mind, it is the most important educational problem of to-day. How can the work of these schools be extended so as to better serve the needs of the agricultural communities by which they are surrounded? To enter into a discussion of this problem would take me beyond the limits of such a report as this and would perhaps be an invasion of the domain of another officer more directly concerned. However, I may say that a beginning has been made, and while the growth will be in proportion to the need that is felt among the rural population for such service, the time will come when in rural communities an education and training in matters relating to agriculture and household science will be regarded as being as necessary a part of our provincial system of education as are the elementary and secondary schools of the present.

II. REPORT OF INSPECTOR HOAG

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following report on the Continuation Schools under my supervision for the year 1914.

I have the honour to be, Sir,

Your obedient servant,

December 31, 1914. J. P. Hoag.

During the year 1914 I visited all the Continuation Schools in my district and in addition a number of Fifth Classes. On many of my visits to Continuation Schools and on all of my visits to Fifth Classes, I had the pleasure of being accompanied by and assisted by the local Public School Inspector. Wherever possible I met the local School Board in control of the school visited, and where it was not possible to meet the Board as a body, I invariably met one or more members of the Board, usually the Chairman and the Secretary. Everywhere I found the local Inspector and the local School Board desirous of improving accommodations, increasing equipment, and doing everything possible to afford opportunities for the pupils to secure a good secondary education.

Number of Schools

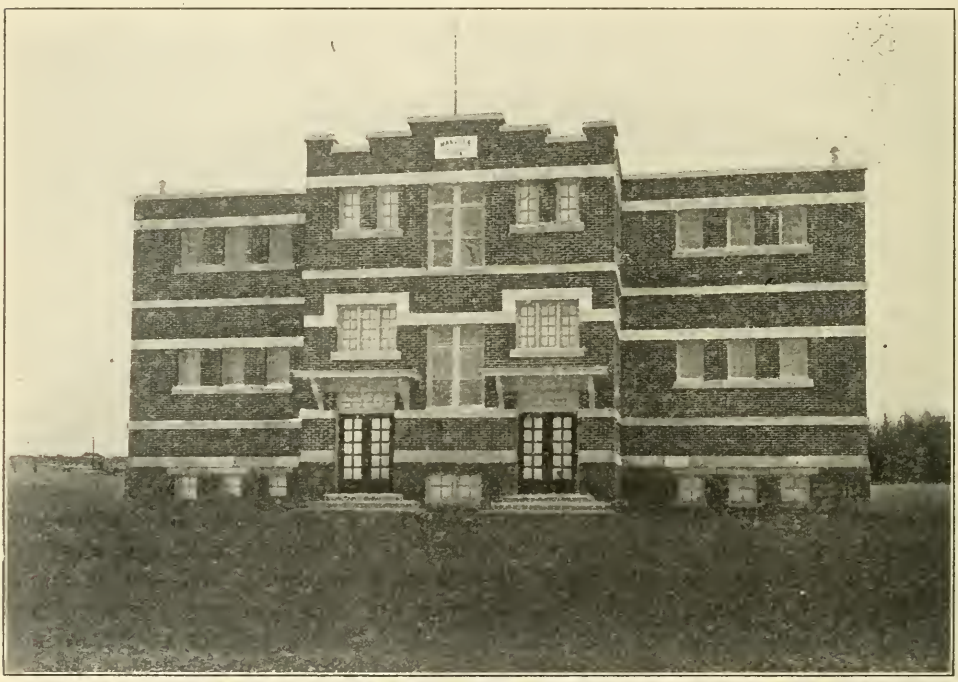
In 1913, there were in my district three Grade A schools, with three teachers each; thirty-three Grade B schools with two teachers each; and twenty-eight Grade C schools with at least one teacher each. During the year 1914, one Grade A school, Parry Sound, became a High School; one new Grade B school, Bancroft, was established; seven Grade C schools became Grade B schools; and three new Grade C schools, Chapleau, Dryden and Lansdowne, were established. There are, therefore, at present in my district, two Grade A, forty-one Grade B and twenty-four Grade C schools, with a total teaching staff of 116.

Accommodations and Equipment

The year 1914 promised well for improvements in accommodations, but the outbreak of the war prevented some School Boards from raising money to proceed with their contemplated building operations. The war, however, has only post-

poned the building operations, for I am assured that as soon as the financial situation becomes somewhat easier, the Boards concerned will actively proceed with the work of improvement. In spite of the war, however, much has been done. Maxville has erected a fine Continuation School building containing a science laboratory and four class rooms (only two of which are at present required); S. S. No. 3 Marlborough (Malakoff) has also erected a new two-roomed Continuation School; North Augusta expects to occupy their fine new building early in 1915.

In addition to the above named buildings which are for Continuation School purposes only, a number of places have erected new buildings, or have enlarged buildings already occupied, for the joint use of the Public and Continuation Schools. Fort Frances has erected a most modern ten roomed school; Bancroft



Maxville Continuation School

has also a fine eight roomed building, while Spencerville has added two rooms to the building in that place. Little Current and Orono have also voted money for the erection of new buildings.

The same enterprise which has led to the erection or enlargement of buildings, has led the Boards to add very materially to the equipment of their schools. I am pleased to be able to report that great progress is being made along the line of providing the schools with the minimum equipment required under the Regulations.

In a few schools, however, there remains much to be done in order to make the accommodations and equipment satisfactory. As I have made special mention of all such schools in my detailed reports of official visits, I do not refer to any school by name here; but it would appear that the time is at hand when those schools that do not provide suitable accommodations and equipment should cease to share in the Legislative grants for Continuation Schools.

Teaching Staffs

If "it is the man behind the gun that does the work," it is also the teacher in the school who makes the school a success. In the past it has been found difficult to secure a sufficient number of properly qualified teachers for our Continuation Schools, but at present, I am glad to say, the supply is quite adequate. It is true that in some schools, particularly in the districts, on account of the unwillingness of many teachers to accept situations, it has been necessary to grant temporary certificates of qualification. At present there are, however, only two such certificates in my Inspectorate.

But as a large proportion of the teachers of the Continuation Schools are women, and as Cupid is no respecter of the needs of School Boards, there are many changes in the personnel of the staffs. These changes are more numerous also because so many teachers change positions in order to secure larger salaries or more congenial places of residence. It is needless to say that changes in teachers very seriously affect the work of the school, and it is greatly to be desired that something be done to prevent changing teachers except at the end of a school term. School Boards themselves could do much to bring about such a desirable condition, if, when engaging a teacher who has a position in another school, the agreement were made for such teacher to begin work at the close of the then current term.

While on this point of teaching staffs, I feel it my duty to refer to the fact that very often teachers, just graduated from the Faculties of Education, apply for positions as Principals of Grade B or C schools. In almost all such cases, the applicant states that he or she is the holder of a First Class certificate, but fails to add "Interim." School Boards in good faith engage such persons, only to find later, after the work of the term has begun, that as the teacher is not legally qualified, a change is necessary. Frequently both Board and teacher concerned make efforts to secure a Temporary certificate on the grounds that the agreement was entered upon in good faith, that a change would now interfere with the progress of the school, and that it would be difficult to secure a properly qualified teacher as all such would already have positions. The Inspector is placed in an awkward position, particularly if the teacher secured has been doing good work, but after looking carefully into a number of such cases, and after examining many letters of applicants for positions, I am firmly convinced that the ignorance or deliberate suppression of essential information regarding qualifications can be provided against in no other way than in refusing to recommend the granting of Temporary certificates.

Objects of the Continuation Schools

When the work of establishing and organizing Continuation Schools was begun, there were three main objects in view (1) to provide opportunities for secondary education to the children of rural and village communities; (2) to assist in supplying teachers, trained under rural conditions and in sympathy with rural life, for rural schools; (3) to provide opportunities for education along agricultural lines for the rural communities.

I believe that the first two of these objects are being well cared for in our present Continuation Schools, but as yet little or nothing has been done in the way of providing any form of scientific agricultural education. The great step in the near future must be to provide, either by means of the County Agricultural Representatives or by means of other instructors, opportunities during the winter months, in which the work on the farm is least pressing, for instruction of the

young men along agricultural lines. At the same time, it may be found possible to provide instruction for young women in domestic or household economy suitable to rural conditions.

School Subjects

In every school inspected, the pupils were examined in Oral Reading, Spelling and Writing. The work was graded under four heads (*a*) good, (*b*) fair, (*c*) poor, (*d*) bad. As the percentages given in the table below will indicate, the work is not as satisfactory as is to be desired or as is to be secured if proper attention is given to correlation of work in the class room. In the table I have kept Form I (first year pupils) and Form II (second year) separate in each case.

Reading

	Good.	Fair.	Poor.	Bad.
Form I.....	15%	34%	41%	10%
Form II.....	23%	40%	29%	8%

Spelling

Form I.....	28%	36%	25%	11%
Form II.....	35%	38%	24%	3%

Writing

Form I.....	26%	56%	14%	4%
Form II.....	30%	51%	14%	5%

In my judgment, the rather unsatisfactory record of our pupils in the subjects of Reading, Spelling and Writing is due to one main cause, so far as the Continuation Schools are concerned, and that cause is lack of proper correlation of subjects. I have found schools in which Oral Reading, Spelling and Writing were well taught in the classes where direct instruction was given in these subjects, but where in all other subjects little or no attention was paid to the work of the pupils in the three subjects mentioned. Pupils, who were required in the Oral Reading Class to read slowly, distinctly and expressively, were allowed in classes in Literature, Composition, Arithmetic, Geography and Latin to mumble their words so that what they said was unintelligible. Pupils whose spelling was carefully watched in the Spelling and Composition classes were allowed to misspell words in writing on the blackboard or in writing science notes or answers to questions in history.

Team work is necessary in all games and sports, and to a much greater extent is team work or attention to correlation of subjects of study necessary in all school work. It does not subtract from, but rather adds to the interest in such subjects as Geography, Science, Arithmetic, etc., if, along with attention to *subject matter* attention is paid to *form of expression,* which means spelling, oral and written composition, and logical arrangement of thought.

Spirit of the Schools

In my report for 1913, I referred to the spirit of enthusiasm, energy, and industry as characteristic of the Continuation Schools. This year again, I have been struck by the evidence of such spirit in every part of my Inspectorate. When such a spirit characterizes the teaching staff and the pupils, the results will be of great importance in the building up of a sound moral character in the Province.

APPENDIX U

REPORT OF THE DIRECTOR OF ELEMENTARY AGRICULTURAL EDUCATION

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit the following report for the year 1914 as Director of Elementary Agricultural Education:

Public and Separate Schools Teaching Agriculture

Steady progress has been maintained for the year. In 1913, 177 village and rural schools formally undertook to give instruction in Agriculture and of these 159 fulfilled the requirements for special grants allowed under the regulations. In 1914, 278 schools were entered for the work and it is expected that a proportionately increased number will qualify for special grants. An increase from 33 schools taking the work in 1911 to 278 schools in 1914, shows that public opinion is growing steadily in favour of the work.

Training of Teachers

Four teachers' classes were held at the Ontario Agricultural College, Guelph, for the five weeks, July 2nd to August 7th. The two classes for public school teachers were attended by about 120 teachers; this work leads to the certificate in Elementary Agriculture and Horticulture. The two classes for high school science teachers were attended by about 30 teachers; this work leads to the Intermediate Certificate in Agriculture and Horticulture.

Field Agents

On account of the increased number of schools undertaking to give instruction in Agriculture, eight field agents were appointed for 1914. In 1913 the work was covered by six field agents. These young men, selected from the experienced rural teachers attending the Agricultural College, visited all schools entered for the work, assisted the teachers in the practical work and conferred with trustees and ratepayers. Under the direction of the Inspectors they visited other schools where there seemed to be a chance to introduce the work. As in the previous years, their activities took many directions; they spoke at Women's Institutes, and at Farmers' Clubs; they helped in the organization of school fairs, rural school play festivals, township teachers' organization; they taught in the Summer Model Schools and in a few places held short summer-term courses for pupils in groups of rural schools.

Rural Teachers' Conference

During the last week of the Teachers' Summer School, a special Rural Teachers' Conference was held at the Agricultural College. Each Teachers' Association in the Province was entitled to send two delegates to be chosen from the progressive village or rural teachers of the Association. About 140 delegates attended as well as a large number of other teachers, and rural social workers. Special lecturers gave addresses

and discussions were held on all phases of rural educational needs. Besides reporting to their associations during the autumn conventions, the delegates were instructed how to demonstrate the new features of rural school work and how to make known to the public the things learned at the Conference. The chief hindrance to progress in our work is the lack of informed public opinion. The delegates to this conference have helped and are helping to attain this.

Room for Cookery, Woodstock Evening Industrial School

Agriculture in the High Schools

In 1913 there were two schools taking up the work. During the year the number of secondary schools introducing Agriculture increased to thirteen. These are the Continuation Schools at Drayton, Ridgeway, Exeter and Wroxeter, the High Schools at Arthur, Winchester, Niagara Falls South, Oakville, Essex, Bowmanville, and the Collegiate Institutes at Clinton, Picton and Vankleek Hill.

I have the honour to be, Sir,

Your obedient servant,

February 12th, 1915. S. B. McCready.

APPENDIX V

REPORT OF THE DIRECTOR OF INDUSTRIAL AND TECHNICAL EDUCATION

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit the following report as Director of Industrial and Technical Education:

The Growth of Evening Classes

The growth of evening classes, which began with the passing of the Industrial Education Act of 1911, has continued during the year. New schools have been opened at Goderich, Oakville, Oshawa, Port Credit, and Woodstock, and additional classes have been added, one in Berlin, three in Brantford, one in Collingwood, four in Fort William, one in Galt, two in Guelph, one in Hamilton, two in Ingersoll, three in Kingston, one in London, one in Ottawa, one in Owen Sound, one in Pembroke, two in St. Thomas, four in Toronto (Central School), one in Toronto (George Street Branch), three in Toronto (Humberside Branch), one in Toronto (Oakwood Branch), three in Toronto (Riverdale Branch) three in Windsor.

The new school at Woodstock merits special notice on account of the liberal provisions which have been made in accommodations and equipment for carrying on an extensive range of work. An independent building, connected by means of an inclosed passageway with the Collegiate Institute, has been erected to provide accommodation for manual training and for evening industrial and technical classes. The first floor contains a large machine shop, a forge shop, and the necessary rooms for tools and supplies; the second floor, a large wood-working shop, a room equipped with power wood-working machinery, and a class-room specially fitted up as a drafting room. Accommodation for classes in women's work are provided in the upper story of the Collegiate Institute building. The equipment in all departments is modern and adequate.

A special feature of the work of the year has been the organization of classes in small towns and in villages. The attendance at these classes is relatively very large. The success of such schools as those at Drayton and Port Credit demonstrates the possibilities of the extension of evening class instruction to a very wide field in the Province.

Improvements in Courses of Study in Evening Classes

There has been a marked improvement in several directions in the schools previously organized. With experience Boards are coming to adjust the classes and courses of study to meet more directly the needs of the localities concerned.

Improvements in Attendance at Evening Classes

The attendance has improved both in numbers and in character in most of the schools. The change in character is even more important than the increase in numbers. When a school is opened a proportion of the attendance is made up

of pupils who have no determined aims. Many of these drop out at the earlier stages. Those who are connected as apprentices and journeymen with the industries have clearer ideas regarding their needs, and a larger proportion of them continue in attendance. They bring others of the same rank. The result is that the classes are now being filled to a greater extent by those who will profit most by the instruction offered.

Many of the classes are now made up solely of apprentices and journeymen. Of such classes attended by men, seven are in Brantford, two in Galt, three in Guelph, one in Hamilton, five in London, four in Ottawa, one in Port Arthur, four in St. Thomas, four in Stratford, eighteen in Toronto (Central School), one in Toronto (George Street Branch), one in Toronto (Humberside Branch), one in Toronto (Oakwood Branch), one in Toronto (Riverdale Branch), two in Windsor. The Toronto Central School has also four such classes for women. A great variety of trades are represented in these classes for men. The classes for women include one for house workers, two in costume design, and one in chemistry for nurses.

Improvement in Character of Teaching in Evening Classes

The character of the teaching in the evening schools is improving. This is to be expected. Most of the teachers were engaged because they had expert knowledge or because they were skilled mechanics; they had had no previous training in teaching, but on account of their knowledge or skill they commanded the confidence and sympathy of their pupils. Usually these teachers made a good beginning, and without exception they are improving with experience. Nevertheless it is evident that they would be materially helped by a course of training in methods of instruction.

Evening Classes for Women—Instruction in Home Industries

The evening classes for women are being developed along lines which are somewhat unique. Strictly speaking the instruction cannot be characterized as instruction in trades. Outside of Toronto there has not as yet been an urgent demand for a training for women in industrial work for the purpose of earning wages. The classes for women are attended almost exclusively by those who are preparing themselves for the industries of the home. There seems to be a strong tendency to bring back into the home such industries as millinery and dressmaking. This tendency is manifest not only in the large attendance of women in the evening classes in these subjects in nearly every centre where classes have been organized, but it would appear to be shown also by trade conditions. Merchants report that the number of purchasers who buy goods to be made up at home is increasing.

Some Special Features of Evening Class Instruction—Attendance made up mainly of Adults—Educational Standing of Students—Conclusions

Certain interesting features of the educational situation are being made clear through the development of evening class instruction. A very small percentage of the attendance is made up of pupils between the ages of fourteen and eighteen. The classes are being attended by persons of maturer years who have found by experience the disadvantages and the handicaps of the lack of education. They are consequently meeting a certain felt need in the community, but at the same time it must be admitted that they are not meeting other needs which are

Room for Dressmaking, Woodstock Evening Industrial School

Machine Shop, Woodstock Evening Industrial School

more urgent. They are not providing those who leave the Public Schools with a complete and continuous course of training of either an academic or a vocational character. The persons concerned are not in attendance. They drop out of school and wander about for several years before they apply for admission to an evening school. From an educational standpoint, and very frequently from an industrial standpoint as well, these years are lost to the pupils. Moreover, the proportion of the whole who apply for admission is very small. Nor is it likely that we can ever rely on evening schools to provide a satisfactory education for adolescents. But few of the youths at this stage have the steadfastness of purpose necessary to take up and to continue a course of study at evening schools.

Another feature is worthy of note. A large proportion of the pupils, especially of the men, in attendance at evening classes are handicapped by the lack of an elementary Public School education. In fact, a good part of the time in evening class instruction is taken up with the attempt to remedy this defect. It is evident that most of the students dropped out of school before they completed the Public School course of study.

It would appear that the industries are recruited from those who leave school from Forms II and III. This conclusion is suggested by the character of the attendance in evening classes. It is confirmed, in so far as I have been able to investigate the subject, by a determination of the educational standing of those employed in factories. I am forced to conclude that a very small percentage of those who have completed the full Public School course of study become industrial workers. The educational status of those entering the industries, considered either from the point of view of the personal needs of the individual or the requirements of the State, is unsatisfactory. An elementary education is necessary as a foundation for all forms of vocational and technical education; it need no longer be argued that it is essential to useful citizenship. It is the intention of the State that all should receive such an education. The efficiency of a Public School system in attaining this end depends mainly upon two factors, upon organization, including the selection of properly trained teachers, the prescribing of courses of study, the erection of suitable buildings, the providing of equipment, etc., and upon attendance. In perfecting our system we have been laying stress mainly upon the first of these factors. Our efforts have been directed towards improving the means of education for the few who continue our courses and our attention has not been particularly directed to the condition of the many who fail to complete them. But it is evident that no matter how perfect the system, the aims to be realized cannot be attained unless the attendance of those to be educated can be secured for the complete courses offered. It has been natural for us to overlook the second of these factors because we have been striving, especially in our large industrial centres, to provide sufficient accommodation for a rapidly growing school population and lapses in attendance have been ignored or even welcomed by local authorities. The danger is that we may come to regard them as inevitable or, at least, as a phase of the settled order of things. One of our chief educational problems, in my opinion, is to determine the extent of these lapses, to discover their causes, and to devise means for preventing them. This problem is not peculiar to Ontario. The question is receiving serious consideration wherever industrial education is discussed.

"In New York City recently this matter of the under-efficient employee has been brought out by public school statistics. It is found that out of the eighty-odd thousand pupils who enter the lower grades every year, only one in four

ever enters high school and more than half never complete grammar school. This turns loose upon the city yearly many thousand boys and girls seeking positions in offices, stores, and factories who lack even the common-school equipment for success.

This burden of incapacity has been shared about equally between employers and the unfortunate employees, and has been a large though unsuspected item in the cost of running the business."

This extract from an article on "Bringing the Work Force up to its true Capacity," by James H. Collins in *The Saturday Evening Post, of* January 2nd, 1915, is worth quoting not only because it gives the conditions in the largest centre of population on the continent, but also because it expresses in a single sentence the effects of defective elementary training on the efficiency of industrial service.

Day Industrial Schools—The Present Situation

General industrial courses are provided for boys in day schools at Brantford, Hamilton, London, and Toronto, and similar courses for girls at London and Toronto. The subjects of study in these schools are not fixed by Departmental regulations, but are determined by the local authorities. They are approximately uniform because they have been selected to meet needs that are more or less similar. The time of the students is divided about equally between the academic and the practical subjects. The academic subjects consist of English, history, geography, mathematics, and elementary science. The mathematical subjects for boys are arithmetic, the essentials of elementary algebra, and practical geometry, with descriptive geometry and trigonometry where a third year course is established; girls as a rule take arithmetic only. The English consists of grammar, composition, and the general study of suitable literary works. History and geography are taught mainly from the commercial and industrial standpoints. The science for boys consists of physics and a more detailed and practical study of electricity; the science for girls includes elementary courses in physics and chemistry, especially in their relation to home industries. The practical subjects for boys embrace mechanical drawing, wood working, forge shop practice, and machine shop practice; the practical subjects for girls are cookery, millinery, and dressmaking. Many of the girls take a general course in art. French is taught in the Toronto Technical School. The schools at London and Toronto also offer courses in home economics. These courses differ from the general industrial courses mainly in that they have no trade outlook, and are attended by girls and young women who wish to become proficient in the activities of the home and at the same time to acquire the essentials of a good education.

Technical High School Courses

The Toronto Technical School has established a Technical High School Course to prepare students for the Matriculation Examination admitting to the Faculty of Applied Science of the University of Toronto and Queen's University, Kingston. Only students of High School Entrance standing are admitted to this Course, which extends over a period of four years and includes all the subjects required for the Matriculation Examinations named in addition to mechanical drawing, work-shop practice, and drill and calisthenics. Courses in art are established in the Hamilton Technical and Art School, in the London Industrial and Art School, and in the Toronto Technical School. These courses cover the fields of general and applied art. Provisions for special part-time co-operative courses

are made in the Toronto Technical School and in the Technical Department of the High School at Sault Ste. Marie. The course at Toronto provides practical instruction in all phases of the printing trade, and that at Sault Ste. Marie similar instruction in machine construction and drawing for apprenticed machinists.

Students are admitted for special subjects in all the industrial day schools. Many students take advantage of this privilege, especially in Hamilton and Toronto. A large proportion of the special students in Hamilton are girls and young women who are receiving instruction in household science and in dressmaking. They take extensive courses in these subjects: but they cannot be classed, as are the students in London and Toronto, as General Industrial Course students because they omit the academic subjects.

Technical Departments of High Schools

Mining Departments are established in connection with the High Schools at Haileybury and Sudbury. In these schools a special effort is made to connect the course of study with the industrial needs of the community, and at the same time to provide the students with the essentials of an English education. The courses provide on the academic side for the English of the ordinary High School Course, and for arithmetic, algebra, geometry, trigonometry, physics, chemistry, applied mechanics, mineralogy, and geology: and on the technical side for a training in surveying, mining, ore dressing, metallurgy, and assaying. Provisions are made for field excursions and visits to the mines and smelters and for practical work in the mines during the holidays.

Future Development of Evening Schools

The organization of industrial and technical education under the Industrial Education Act of 1911 began with the establishing of evening classes. This procedure was followed because the demand for instruction for those engaged during the day was urgent and because such classes could be organized with the least difficulty and at a minimum of expense. Persons engaged either as day school teachers or as workmen in the industries could be secured as evening class teachers, and the ordinary day school accommodations and equipment could be utilized for the purpose of evening class instruction.

Such classes have had a remarkable development during the last three years, as will be seen by consulting the tables at the end of this report, but the possibilities for further development are still great. There is room for a further extension of the work in most of the cities and towns where classes have been established and, as in other forms of education, there will always be opportunities for perfecting courses of study, methods of instruction, etc. A few of the industrial centres of the Province have not as yet established classes, but these are considering the question, and some of them are making provision for manual training and household science in the Public and High Schools as the first step in organizing for industrial education. I have already referred to the possibilities of the extension of the work to smaller towns and villages. An increasing number of inquiries are coming to me from such places. The following letter, which gives a fair indication of the attitude of many of the young people, was received this morning:

Dear Sir: .....January 5th, 1915.

Please send me any information you can in regard to starting a night school in our village. It is only a small country village of perhaps 150 people, but a number of the fellows would like to take up something of that sort to improve their present education. What would be the cost to them, or how much does the Government pay? Please send us any literature you have on this work, and oblige,

Yours truly,

.....

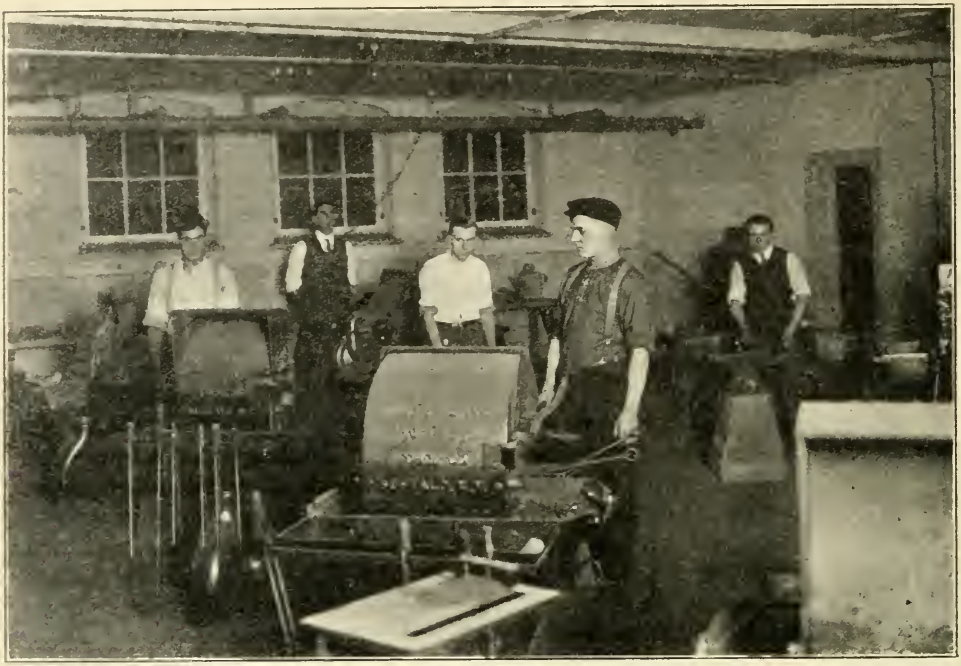
The main difficulty to be encountered in establishing evening classes in smaller places is that of securing teachers. The day school teacher usually is willing to teach the academic subjects, but rarely is it possible to find in such places suitable teachers for industrial or technical subjects. The problem has been solved in the majority of cases in the schools established by the employment of teachers who come for the evenings from nearby towns. A comprehensive plan for the organization of classes in smaller towns and villages can be made possible only by the grouping of schools and the employment of itinerant teachers. In fact such a scheme will be employed to advantage in the teaching of certain subjects in the large industrial centres where similar industries are centred in the same section of the Province. The working out of plans with this end in view will be an important feature of the future development of the work.

Limitations of Evening Schools

The evening classes will always be important as a means of supplementing other educational agencies, but we must recognize that these classes have their limitations. They cannot be the solution of the problem of vocational education for the young. Education to be effective should be continuous. This practice is followed in the main in our systems of professional and higher education. The student passes naturally from the Public School to the High School and from the High School to the University or professional school. His interests are maintained and his energies conserved. An effective system of vocational education should provide for similar continuity. Now continuity cannot be preserved if the evening schools are to be an essential link in the training of all young workers, because it is evident, as I have already pointed out, that we shall never be able to induce pupils in large numbers to pass directly from the day schools to the evening schools. Evening school attendance requires an eagerness and a tenacity of purpose not usually possessed by children at this age. Moreover, it is doubtful whether it is advisable from the standpoint of physical development further to tax the energies of growing youths who give up the day to work by additional work in evening schools.

Necessities for Day Schools

We must, therefore, rely mainly upon day schools for the industrial education of boys and girls. These schools may take a variety of forms. Some demand a somewhat radical re-organization of the elementary school system, especially with a view of incorporating vocational training in the later years of the course. I have had opportunities of observing varied types of the experiments in pre-vocational classes both in America and Europe. The results in schools organized to train pupils under fourteen years of age, in so far as I have been able to estimate them, do not appear to be more satisfactory, even from the vocational standpoint, than those obtained from a Public School course, with the possible exception that pupils are given a bias and are helped to choose a vocation at an earlier stage. In fact, this organization in such schools, as a usual thing, differs but little from that of our best Public Schools that make provision for the expressive as well as the receptive phases of training. My opinion is that every Public School should be a pre-vocational school in the sense that a pupil will find in it opportunities for discovering his aptitudes and will receive through it such a grounding in the elements of a general education that he will be in a position to take full advantage of a later course in more direct preparation



Forge Shop, Woodstock Evening Industrial School

Wood-working Shop, Woodstock Evening Industrial School

for his vocation. The introduction of household science, constructive work, and manual training into the course of study is a movement in the direction of making our schools conform to this ideal. As will be seen by consulting the report of Inspector Leake, the schools in most of our larger industrial centres make these subjects a part of their curricula. We have thus taken an important step in the direction of the organization of day class instruction.

Our next step should be the organization of industrial day schools with either full-time or part-time courses to take charge of boys and girls between the years of fourteen and sixteen and to give them a bias towards a vocation and, at the same time, a training in the subjects which form a basal preparation for it. My argument is based not only on the industrial requirements of the country, but more especially upon the necessity for instruction and guidance for the youth during the most critical years of life.

The Forms which Day Schools may take

The form that these industrial day schools should take will depend on the economic necessities of local situations. For those whose circumstances permit, the full-time day school provides, in the beginning, the best form of instruction for pupils at the age of fourteen: but for those who are compelled to assist in supporting themselves the co-operative industrial classes, in which the pupils receive instruction during part of the time and are engaged at work part of the time, furnish a satisfactory means of training. It would appear, from present movements, that the co-operative industrial school combined with the development of a modern system of apprenticeship, will be the scheme through which, in the process of evolution, we shall find the solution of the problem of popular industrial education. The advantages of such a system are obvious. It provides the youth with the means of support and, at the same time, opens up avenues for theoretical and practical instruction. The ideal system would appear to be the full-time industrial school for pupils between the ages of fourteen and sixteen, the years which are productively of least value, followed by part-time co-operative courses. The school takes charge of the instruction in academic and technical subjects and the work shop of the more specialized training on the practical side.

The form of part-time organization to be adopted will depend upon the character of the industries at any centre. In some cases it can be arranged for pupils to attend school one or more half days of the week and to work the remainder of the time: in others one or two hours each day may be given to class instruction: while in others it will be more convenient to have the pupils grouped in pairs, one taking the place of the other alternately at school and at work. All these systems have been found by actual test to be practicable under certain conditions.

Obstacles in the Way of Organizing Day Schools

Many of the Boards that have established evening classes are now becoming fully alive to the importance of organizing industrial day schools, but the lack of accommodations and equipment is preventing definite action. In most cities and towns the present school accommodations are taxed to the utmost, and the organizing of a new school means a large expenditure of money for buildings and equipment. Boards do not feel inclined, under present disturbed financial conditions, to incur additional liabilities. There is a feeling that the expense of providing accommodations and equipment for vocational education should not be met solely by local Boards, because this form of education is in a peculiar sense

provided for the benefit of the country at large. It is pointed out also that those to be educated are likely to leave the municipality as soon as their training is completed and find employment in other sections of the Province or of the Dominion. It is, therefore, contended that the expenditure on capital account should be met in part from Provincial or Dominion funds. This feeling has been strengthened by the recommendations of the Royal Commission on Industrial Training and Technical Education. Many are waiting in the hope that a Dominion grant will be available in assisting to build and to equip schools. The uncertainty regarding this question is one of the chief causes of delay.

Money must be available from some source, Municipal, Provincial, or Dominion, before we can make any decided advancement in technical or industrial education in the Province. We have reached the limits of our development with the funds at our disposal. The character of even the evening class work is, in many cases, restricted by the lack of proper accommodations and equipment for work-shop practice.

To extend the work and to place it on a permanent basis we need in each industrial centre a well-equipped building which will be the home for day and evening industrial classes. We are giving permanence to the library movement by the building of libraries in our cities and towns and to the movement for the military training of young men by the erection of armouries in various parts of the Dominion. Similarly, to give efficiency and permanence to industrial and technical education we must provide suitable buildings and adequate equipment.

The Development of Technical Education

I have been discussing, in the main, plans for industrial as distinguished from technical education, but a study of the situation as it is developing shows very clearly the necessities and the possibilities on the technical side. The place of technical education as a factor in the evolution of our manufactures and industries is fully recognized, and it is unnecessary to discuss the question here. The European war will, doubtless, produce far-reaching changes in the industrial world. The coming years will be a period of reconstruction. If we are to secure and hold our share of trade, we must develop through the services of our own people the highest types of the industries which should be the natural outgrowth of our resources. To this end our youth must be trained in invention, in design, and in specialized knowledge for technical as well as for executive positions. Recent events have made it abundantly clear that it is unwise to rely upon foreign knowledge and skill in the development of our manufactures, or upon foreign systems of training for the technical education of our youth. The processes of manufacture should be directed by experts trained in our own institutions. At the present stage it is useless to discuss the details of plans of organization for technical education in their relation to individual industries. An adequate beginning in any line can be made only by the expenditure of large sums of money for equipment and for the payment of highly trained teachers; the funds for such purposes are not as yet available.

The appended tables give information regarding subjects of study and attendance in day and evening Industrial and Technical Schools for the current academic year.

I have the honour to be, Sir,

Your obedient servant,

Toronto, January 7th, 1915. F. W. MERCHANT.

Draughting Room, Woodstock Evening Industrial School

TABLE I—ATTENDANCE AND COURSE OF STUDY—TECHNICAL AND INDUSTRIAL DAY SCHOOLS

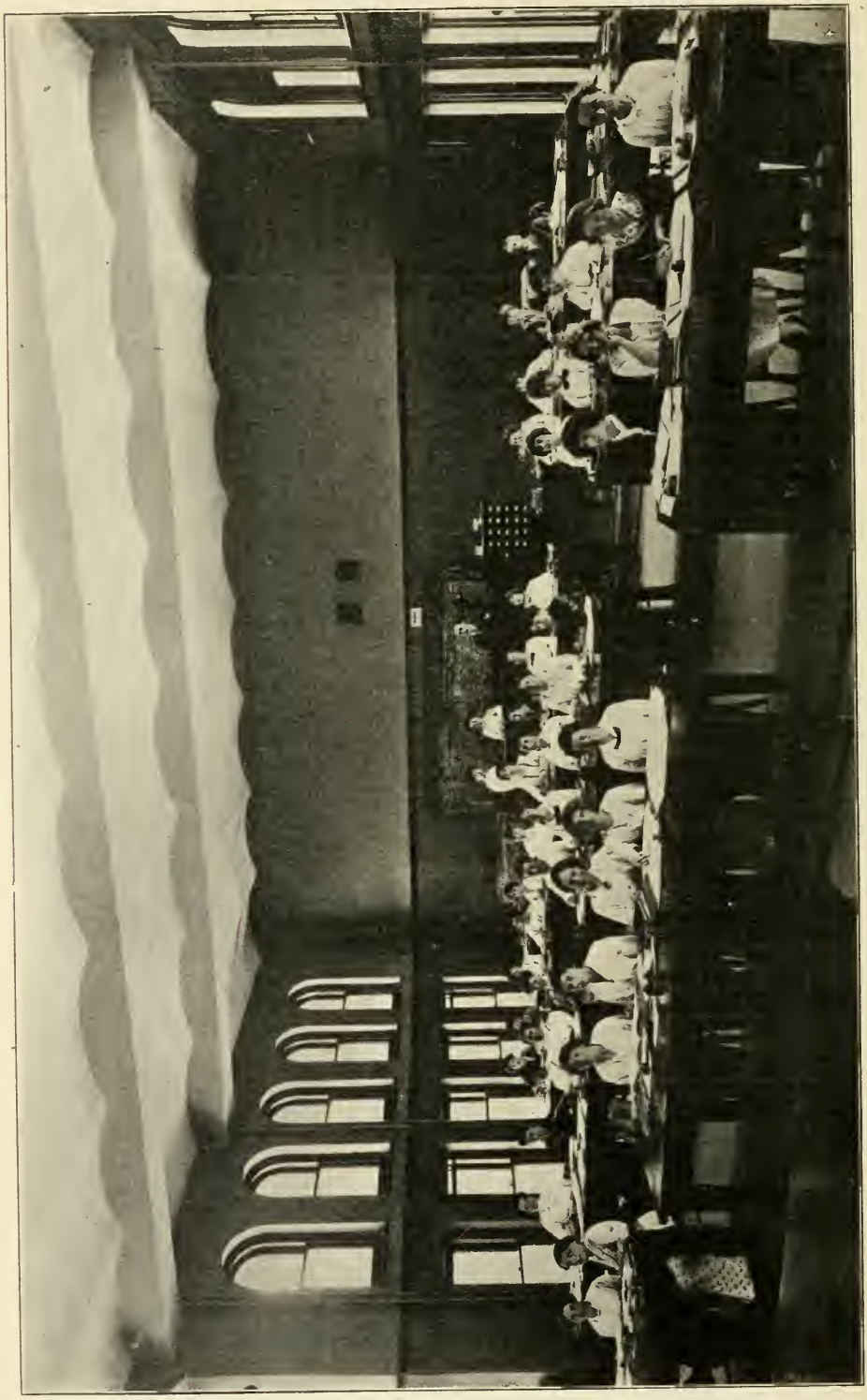
Schools	General Industrial Classes	Special Industrial Classes	Technical High School Classes	Co-operative Industrial Classes	Classes in Fine and Applied Arts
Brantford Industrial School	19	.....	.....	.....	.....
Haileybury, Mining Department of High School	.....	.....	15	.....	.....
Hamilton, Technical and Art School	39	49	.....	.....	18
London, Industrial and Art School	62	16	.....	.....	13
Sault Ste. Marie, Technical Department of High School	.....	.....	102	13	.....
Sudbury, Technical Department of High School	.....	.....	11	.....	.....
Toronto, Technical and Art School	324	314	203	23	95
Totals	444	379	331	36	126

TABLE II—ATTENDANCE AND SUBJECTS OF STUDY—EVENING

Schools	Applied Mechanics	Art and Design	Architectural Drawing	Freehand Drawing	Mechanical Drawing and Machine Design	Perspective Drawing	Building Construction and Carpentry	Cabinet Making	Car Construction	Chemistry	Clay Modelling	Cooking	Electricity	Electroplating	Embroidery	English	Estimating	Machine Shop	Forge Shop	Furniture Designing
1 Berlin	..	...	22	....	23	..	....	..	..	....	..	47	....	..	...	71	..	....	..	..
2 Brantford	..	30	12	....	31	..	27	..	..	....	..	60	16	..	...	53	..	...	16	..
3 Brockville	..	...	....	27	14	..	....	..	..	....	..	40	....	..	...	18	..	...	..	..
4 Collingwood	..	...	15	....	....	..	....	..	..	....	..	35	....	..	...	....	..	....	..	..
5 Cornwall	..	...	....	....	12	..	....	..	..	....	..	143	....	..	...	146	..	...	..	..
6 Drayton	..	...	....	....	....	..	....	..	..	....	..	49	....	..	...	....	..	....	..	..
7 Ft. William	..	...	....	....	....	..	....	..	..	....	..	26	28	..	...	242	..	....	..	..
8 Galt	..	...	....	....	25	..	....	..	..	....	..	14	10	..	...	....	..	....	..	..
9 Goderich	..	...	....	....	....	..	....	..	..	....	..	20	....	..	...	....	..	....	..	..
10 Guelph	..	...	....	....	8	..	8	..	..	....	..	22	9	..	...	32	..	8	..	..
11 Hamilton	..	53	11	....	34	..	....	..	..	....	..	42	47	..	...	....	..	39	8	..
12 Ingersoll	..	8	....	....	8	..	....	..	..	....	..	7	....	..	...	....	..	....	..	..
13 Kingston	..	...	....	....	55	..	....	..	..	....	..	60	31	..	...	25	..	....	..	..
14 London	..	37	15	....	34	..	44	26	..	....	..	27	32	..	70	46	..	49	..	..
15 Oakville	..	...	18	....	....	..	....	..	..	....	..	....	27	..	...	37	..	....	..	..
16 Oshawa	..	...	....	....	....	..	....	..	..	....	..	....	....	..	...	....	..	....	..	..
17 Ottawa	..	...	21	33	34	..	12	..	..	14	..	355	30	..	...	99	..	....	..	..
18 Owen Sound	..	...	....	....	23	..	....	..	..	....	..	58	17	..	...	....	..	....	..	..
19 Paris	..	...	....	....	....	..	....	..	..	....	..	25	....	..	...	....	..	....	..	..
20 Pembroke	..	...	....	....	13	..	15	..	..	....	..	....	....	..	...	51	..	....	..	..
21 Peterborough	..	...	....	....	15	..	....	..	..	....	..	129	24	..	...	....	..	....	..	..
22 Port Arthur	..	...	....	....	4	..	....	..	..	....	..	6	....	..	...	109	..	....	..	..
23 Port Credit	..	...	13	....	....	..	....	..	..	....	..	....	....	..	...	....	..	....	..	..
24 Renfrew	..	...	....	....	....	..	....	..	..	....	..	....	....	..	...	....	..	....	..	..
25 St. Thomas	..	11	....	....	14	..	....	..	8	....	..	30	....	..	...	....	..	....	..	..
26 Smith's Falls	..	...	....	....	....	..	....	..	..	28	..	29	28	..	...	7	..	....	..	..
27 Stratford	..	...	....	....	30	..	....	..	..	22	..	110	40	..	...	....	..	....	..	..
Toronto—																				
28 Central School	16	33	163	173	87	7	33	..	..	88	42	564	210	8	55	179	17	....	..	..
29 George St. Br'nch	..	...	....	....	23	..	....	..	..	....	..	....	....	..	...	79	..	....	..	..
30 Humberside "	..	...	....	....	34	..	....	..	..	....	..	43	10	..	...	....	..	....	..	..
31 Oakwood "	..	...	....	10	35	..	....	..	..	....	..	37	21	..	...	....	..	....	..	..
32 Riverdale "	..	...	....	21	40	..	....	..	..	....	..	12	19	..	...	....	..	....	..	..
33 Windsor	..	...	....	....	14	..	....	..	..	....	..	139	18	..	...	80	..	....	..	..
34 Woodstock	..	...	....	....	28	..	25	29	..	....	..	137	82	..	...	123	..	50	50	29
Totals	16	172	290	264	638	7	164	55	8	152	42	2266	699	8	125	1397	17	146	74	29

TECHNICAL AND INDUSTRIAL CLASSES

	Gasoline Engine	Heating	Home Economics	Home Nursing and First Aid	Hygiene	Industrial Design	Lace Making	Mathematics	Millinery	Office Practice	Painting and Decorating	Pattern-making	Printing	Physical Culture	Plumbing	Sewing and Dressmaking	Art Needlework	Sheet Metal Work	Steam Engine	Strength of Materials	Surveying	Woodworking (General)	Woodcarving
1	..	..	....	....	....	....	....	71	....	....	....	..	....	....	....	126	....	..	..	..	..	..	..
2	..	11	....	....	....	....	....	71	45	....	....	..	....	....	....	80	....	16	..	12	..	27	..
3	..	..	....	....	....	....	....	24	59	....	....	..	....	....	....	69	....	..	..	..	..	35	..
4	..	..	....	....	....	....	....	....	12	....	....	..	....	....	....	20	....	..	..	..	..	..	..
5	..	..	....	....	....	....	....	8	....	....	....	..	....	....	....	84	....	..	..	..	..	..	..
6	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	....	....	..	..	..	..	..	..
7	..	..	....	....	....	....	....	....	21	33	....	..	....	....	....	69	....	..	..	..	..	18	..
8	..	..	....	....	....	....	....	27	31	....	....	..	....	....	....	149	....	..	..	..	..	6	..
9	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	20	....	..	..	..	..	..	..
10	..	..	....	16	....	....	....	32	39	....	....	..	....	....	....	70	....	..	..	..	..	19	..
11	..	..	....	....	....	....	....	33	34	....	32	9	....	....	....	63	....	..	..	..	..	31	..
12	..	..	....	....	....	....	....	14	7	....	....	..	....	....	....	45	....	..	..	..	..	12	22
13	..	..	....	....	....	....	....	35	53	....	....	..	....	....	....	89	....	..	..	..	..	..	..
14	..	20	....	....	....	....	....	68	106	....	20	..	....	....	....	273	....	18	..	..	..	..	24
15	..	..	....	....	....	....	....	37	....	....	....	..	....	....	....	39	....	..	..	..	..	..	..
16	..	..	....	....	....	....	....	....	24	....	....	..	....	....	....	19	....	..	..	..	..	..	..
17	..	..	....	....	....	....	....	135	210	....	....	..	....	....	....	274	....	20	..	..	..	..	..
18	..	..	....	....	....	....	....	62	....	....	....	..	....	....	....	99	....	..	..	..	..	11	..
19	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	35	....	..	..	..	..	..	..
20	..	..	....	....	....	....	....	13	43	....	....	..	....	....	....	77	....	..	..	..	..	..	..
21	..	..	....	....	....	....	....	9	24	....	....	..	....	....	....	88	....	..	..	..	..	..	..
22	..	..	....	....	....	....	....	5	16	....	....	..	....	....	13	55	....	..	..	..	..	8	..
23	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	38	....	..	..	..	..	..	..
24	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	48	....	..	..	..	..	..	..
25	..	..	....	....	....	....	....	....	....	....	....	..	....	....	....	22	....	..	..	..	..	..	7
26	..	..	....	....	....	....	....	16	....	....	....	..	....	41	....	46	....	..	..	..	..	28	..
27	..	..	....	....	....	....	....	114	50	....	....	..	....	....	....	150	....	..	..	..	..	..	..
28	..	..	125	136	15	42	18	336	184	....	45	..	65	....	....	366	7	..	20	..	19	..	10
29	..	..	....	....	....	....	....	....	....	72	11	..	17	....	....	....	....	..	..	..	..	56	..
30	..	..	....	....	....	....	....	31	19	....	....	..	....	....	....	34	....	..	..	..	..	..	..
31	..	..	....	....	....	....	....	50	12	....	....	..	....	....	....	41	....	..	..	..	..	..	..
32	..	..	....	....	....	....	....	54	16	....	....	..	....	....	....	76	....	..	..	..	..	..	..
33	40	..	....	....	....	....	....	92	22	....	....	..	....	45	17	48	....	..	..	..	..	..	..
34	..	..	....	....	....	....	....	123	60	....	....	..	....	....	....	206	....	..	..	..	..	..	..
	40	31	125	152	15	42	18	1460	1087	105	108	9	82	86	30	2918	7	54	20	12	19	251	63



Summer Library School, Fourth Session, 1914

The Class Room, Library, University of Toronto, showing some of the Students and Instructors at work

APPENDIX W

PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of Walter R. Nursey, Inspector of Public Libraries, Scientific Institutions and Literary and Scientific Societies in the Province of Ontario for the Year 1914, with the Statistics of 1913

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,

Minister of Education, Province of Ontario.

Sir,—I have the honour to submit herewith the report on the Public Libraries receiving a share of the Legislative Grant for the year ended 31st December, 1913, also showing the Legislative Grants paid in 1914, together with the Grants paid to Scientific Institutions and Literary and Scientific Societies, and additional condensed information, showing briefly the progress made in library extension in the Province.

I have the honour to be,

Sir,

Your obedient servant,

Walter R. Nursey,

Inspector of Public Libraries, etc.

WORK OF INSPECTOR'S OFFICE, 1914

Acting upon instructions received through the Deputy Minister, I have condensed this annual report into the smallest possible compass, omitting much that would have been of interest to those immediately concerned. This is merely carrying out the departmental policy in respect to economy when and wherever possible owing to the country's financial responsibilities consequent upon the war. The year 1914 was easily the best library year in every sense since I assumed office in 1910. The epitomized statements that I have been permitted to record establish the fact.

PUBLIC LIBRARIES CLOSED

Libraries that have not reported to the Department during the years 1913 and 1914 and have in consequence been removed from the list of active libraries :

Abingdon.	Cookstown.	Inglewood.	New Durham.
Bloomsburg.	Dryden.	Lucan.	Trenton.
Burford.	Elphin.	Lyndon.	Sparta.
Camden East.	Haileybury.	Middleville.	

FREE LIBRARIES

Either NEW or CONVERTED from Association Libraries during 1914

Beamsville.	Fort Frances.
Dresden.	New Hamburg.

Note—At Welland the by-law was defeated.

LIST OF ASSOCIATION LIBRARIES

Established or Reorganized during the year 1914. Alphabetically arranged, showing the County, Township and Institute District, also number of books and the population

Library	County	Township	Institute	Books	Population
Athens	Leeds	Yonge	Eastern	1,544	708
*Beechwood	Middlesex	East Williams...	London	New	460
Bloomfield	Prince Edward	Hallowell	Belleville	1,804	633
Coldwater	Simcoe	Medonte	Brantford	1,876	609
*E'no	Parry Sound	Lash	Northern	New	.....
Emsdale	Parry Sound	Perry	Northern	1,140	.....
Glen Allan	Wellington	Peel	Orangeville	1,210	.....
Hepworth	Bruce	Amabel	Stratford	1.011	.....
*Mandaumin	Lambton	Plympton	Chatham	New	.....
Manitowaning	Algoma	Assignack	Northern	.....	.....
Martintown	Glengarry	Charlottenburg	Eastern	New	.....
*Parkhead	Bruce	Amabel	Stratford	New	.....
Schreiber	Thunder Bay	Schrieber	Western	1,250	1,308
Strathcona	Lennox & Addington..	Camden East	Belleville	1,125	500
*Thorndale	Middlesex	West Nissouri	London	200	.....
Zephyr	Ontario	Scott	Lindsay	1,327	.....

NOTE.—The libraries in those places marked with a star * are New ones; the others are *old* libraries Reorganized.

ASSOCIATION LIBRARIES THAT HAD NOT REPORTED FOR MANY YEARS

Of the forty-four libraries comprising List No. 3, page 746, 1913 Report, with whom communication has been established by the Inspector and that had not reported for many years, five (5) viz.. Hepworth, Athens, Zephyr, Bloomfield and Glen Allan, representing 6,976 books, have been reorganized, after their re-establishment was regarded as hopeless.

By arrangement with the Inspector, the 384 books in the closed library at Maitland were handed over to the Association Library at Kemptville.

In the case of five other libraries, Ophir, North Augusta, York, Havelock and Freelton, arrangements were made to transfer their 3,588 books to the local Public Schools. The efforts of this office in these eleven instances resulted in placing 10,940 additional books in circulation.

The 1,649 books of two libraries, Severn Bridge and Finch, were unfortunately destroyed by fire, leaving thirty-one libraries upon the list referred to yet to be disposed of. Of these there is a good prospect, though the process is slow, that twenty-two may ultimately be re-established. Seven have already taken the preliminary steps. In respect to the remainder, whose situation is apparently impossible, arrangements will at once be made to transfer their books to other small progressive libraries in good standing.

THE AWAKENING OF SOME FORMERLY CLOSED LIBRARIES

Of the ninety-one (91) libraries referred to on page 511 of the Inspector's Annual Report for 1913

(*a*) 12 have since been reorganized.
(*b*) 8. The books were transferred to Public Schools.
(*c*) 3. The books were sold by consent or otherwise to other libraries.
(*d*) 2. Buildings and contents were burned.
(*e*) 23. Have failed to reply.
(*f*) 43. Replied to Inspector's letters more or less favourably.

Reorganized.

(*a*) Tiverton, West Lorne, Fordwich, Dresden, Newboro, Powassan, Emsdale, Sundridge, Bloomfield, Linwood, Glen Allan.

Books Transferred to Public Schools.

(*b*) Inkerman, Morewood, Vienna, Port Burwell, Wolfe Island, Algonquin, Aberarder, Kearney.

Books Sold to Other Libraries.

(*c*) Tilbury, Wheatley, Hillsburg.

Libraries Burned.

(*d*) Severn Bridge, Finch.

Those That Have Failed to Reply to Inspector's Letters.

(*e*) Goulais Bay, Webbwood, Chepstow, Holyrood, Lion's Head, Primrose, Rosemont, Violet Hill, Glen Cross, Battersea, Harrismith, Spencerville, Dufferin, Bancroft, Enterprise, Yarker, Fenella, Rousseau, Forks of the Credit, Moose Creek, Wales, Berwick, Crysler, Baden, Keswick.

The Books of These Silent Libraries Will Be Given to Other Libraries.

(*f*) Of the forty-three remaining all have written to the Inspector with a hope of reorganizing.

Closed Library

PETROLEA.—Correspondence between the Inspector and Rev. A. C. Bingham, of Petrolea, has been conducted with a view to reorganizing the Petrolea Public Library. A peculiar situation has developed owing to the fact that in 1909 the members of the Petrolea Public Library Board sold to the Petrolea High School $80.00 worth of books without authority, and contrary to the provisions of the Library Act. It was removed from the list in 1911.

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1913

Number	Public Libraries FREE	Receipts				Expenditure	Balance on Hand
		Legislative Grants paid in 1913	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Acton	92 65	100 00	231 75	424 40	292 26	132 14
2	Ailsa Craig	116 87	75 00	113 70	305 57	68 40	237 17
3	Alton	29 82	15 00	69 47	114 29	102 79	11 50
4	Amherstburg	161 97	550 00	503 27	1,215 24	1,121 67	93 57
5	Arnprior	53 80	200 00	55 62	309 42	148 24	161 18
6	Arthur	94 71	210 00	34 53	339 24	300 48	38 76
7	Aurora	65 13	200 00	240 92	506 05	320 19	185 86
8	Aylmer	194 30	500 00	331 34	1,025 64	1,025 64	.....
9	Ayr	158 33	125 00	287 01	570 34	521 77	48 57
10	Barrie	118 69	1,210 00	137 78	1,466 47	1,318 92	147 55
11	Beeton	57 99	105 00	23 47	186 46	185 71	75
12	Belleville	260 00	1,900 00	396 81	2,556 81	2,535 76	21 05
13	Berlin	260 00	4,445 00	254 90	4,959 90	4,738 05	221 85
14	Bothwell	37 24	125 00	108 88	271 12	235 65	35 47
15	Bracebridge	171 92	768 23	70 35	1,010 50	978 90	31 60
16	Brampton	252 51	1,250 00	394 66	1,897 17	1,703 28	193 89
17	Brantford	260 00	6,000 00	249 70	6,509 70	6,087 32	422 38
18	Brighton	64 05	200 00	17 84	281 89	281 89	.....
19	Brockville	198 45	1,300 00	117 10	1,615 55	1,614 39	1 16
20	Brussels	75 72	316 00	412 10	803 82	470 49	333 33
21	Burk's Falls	97 01	300 00	193 76	590 77	386 43	204 34
22	Campbellford	86 04	800 00	2,392 64	3,278 68	3,225 56	53 12
23	Cardinal	68 47	150 00	144 25	362 72	216 96	145 76
24	Carleton Place	114 74	350 00	243 22	707 96	576 69	131 27
25	Chatham	260 00	2,387 20	429 74	3,076 94	2,820 53	256 41
26	Chesley	106 26	230 00	175 93	512 19	309 52	202 67
27	Clinton	174 26	250 00	604 43	1,028 69	966 93	61 76
28	Collingwood	260 00	1,985 00	162 07	2,407 07	2,380 79	26 28
29	Cornwall	137 99	800 00	133 22	1,071 21	1,038 16	33 05
30	Delhi	75 18	175 00	69 54	319 72	259 99	59 73
31	Deseronto	146 40	200 00	260 83	607 23	395 77	211 46
32	Drayton	95 57	150 00	232 06	477 63	323 48	154 15
33	Dresden	.....	.....	14 08	14 08	14 08	.....
34	Dundas	117 96	1,250 00	516 84	1,884 80	1,765 47	119 33
35	Durham	64 58	425 00	46 66	536 24	531 57	4 67
36	Elmira	185 91	350 00	212 72	748 63	552 07	196 56
37	Elora	92 38	335 22	501 52	929 12	910 54	18 58
38	Erin	43 90	75 00	71 08	189 98	187 04	2 94
39	Essex	162 12	380 00	18 29	560 41	547 06	13 35
40	Exeter	70 39	220 00	54 19	344 58	296 21	48 37
41	Fergus	109 87	427 67	550 26	1,087 80	993 83	93 97
42	Forest	134 35	506 86	108 57	749 78	703 97	45 81
43	Fort William	260 00	12,580 97	691 35	13,532 32	13,270 87	261 45
44	Galt	260 00	3,173 00	283 12	3,716 12	3,700 65	15 47
45	Gananoque	92 58	877 00	220 73	1,190 31	1,169 62	20 69
46	Garden Island	125 30	250 00	396 82	772 12	461 79	310 33
47	Georgetown	100 66	275 00	238 41	614 07	564 53	49 54
48	Glencoe	.....	25 00	19 20	44 20	40 25	3 95
49	Goderich	226 24	900 00	578 84	1,705 08	1,262 56	442 52
50	Grand Valley	88 32	270 89	137 18	496 39	488 69	7 70
51	Gravenhurst	22 46	50 00	55 82	128 28	115 50	12 78
52	Grimsby	110 87	975 00	737 51	1,823 38	1,823 38	.....
53	Guelph	260 00	3,624 88	473 98	4,358 86	4,351 24	7 62
54	Hagersville	46 48	169 75	193 87	410 10	240 89	169 21
55	Hamilton	260 00	33,610 00	75,800 27	109,670 27	96,401 72	13,268 55
56	Hanover	62 44	435 03	66 73	564 20	521 26	42 94

LIBRARIES

Books and Circulation, etc., for the year ending 31st Dec., 1913, showing Legislative and in 1914

Number	Maintenance		Number of Borrowers	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants paid in 1914.
	Rent, Light Heating and Caretaking	Salary of Librarian and Staff							
	$ c.	$ c.					$ c.	$ c.	$ c.
1	.....	96 25	349	3,495	6,507	.....	3,606 24	.....	85 32
2	.....	30 00	160	2,697	3,900	4	2,937 17	.....	37 15
3	32 45	.....	.....	4,926	3,927	.....	6,091 50	.....	10 40
4	267 16	200 00	680	4,199	9,612	25	27,063 57	1,300 00	81 48
5	.....	72 50	195	3,063	3,177	.....	1,620 48	.....	26 15
6	86 80	50 00	92	3,191	2,768	19	2,338 76	.....	90 27
7	87 40	45 00	387	5,684	5,588	18	4,226 00	800 00	69 01
8	74 58	125 00	648	6,804	12,978	37	6,300 00	217 48	223 15
9	147 67	117 50	394	4,504	6,029	27	2,677 76	.....	91 07
10	93 46	300 00	999	6,730	18,071	29	5,768 55	.....	149 66
11	50 00	25 00	144	2,423	1,504	.....	913 55	.....	59 63
12	806 14	730 00	2,571	7,741	32,075	66	45,321 05	.....	260 00
13	834 14	1,775 00	2,379	11,343	37,729	104	52,048 44	.....	250 00
14	10 70	57 00	160	2,543	3,278	.....	1,960 47	.....	57 26
15	175 83	425 00	540	4,727	11,355	29	113 55	.....	149 30
16	332 93	351 00	831	6,676	23,082	55	4,193 89	.....	253 66
17	1,220 90	2,442 50	5,646	23,941	88,452	165	57,422 38	.....	260 00
18	52 00	110 00	315	3,750	5,715	22	1,936 53	28 66	58 02
19	538 33	498 00	2,679	13,055	16,423	54	23,601 16	137 14	174 43
20	132 43	137 50	274	4,165	6,005	25	10,333 33	140 00	75 24
21	110 00	100 00	355	2,957	3,860	12	1,304 34	.....	84 52
22	330 51	314 23	850	2,800	16,980	30	9,619 52	88 42	132 36
23	56 95	60 00	221	2,447	3,083	11	1,302 76	.....	51 66
24	.....	240 00	475	6,244	12,855	30	4,231 27	.....	135 64
25	630 82	975 00	1,423	8,040	33,469	58	29,756 41	.....	260 00
26	110 00	75 00	184	3,082	4,345	18	1,452 37	.....	68 19
27	178 43	226 25	537	6,906	15,774	42	13,061 76	.....	260 00
28	283 67	935 00	657	7,927	13,887	47	25,934 44	166 65	248 57
29	189 78	360 00	1,054	4,231	9,721	51	12,194 75	.....	133 10
30	125 00	125 00	153	2,013	2,673	12	1,684 29	.....	65 12
31	4 87	159 00	552	6,674	14,510	17	4,261 46	.....	105 91
32	25 13	125 00	310	3,438	4,690	13	2,024 15	.....	81 46
33	.....	14 08	.....	1,300	.....	.....	910 00	.....	.....
34	755 20	513 23	1,117	7,685	24,709	40	15,619 33	.....	146 99
35	153 20	200 00	356	4,185	7,177	25	114 50	.....	69 96
36	96 03	50 00	450	3,739	5,652	25	13,249 04	.....	161 02
37	113 50	100 00	371	7,261	6,781	22	7,118 58	.....	128 76
38	.....	40 00	177	2,622	3,812	.....	2,015 17	.....	72 36
29	117 40	129 00	300	3,038	4,254	21	2,413 35	.....	123 48
40	.....	125 00	330	4,859	11,967	29	2,623 37	.....	73 99
41	220 07	200 00	654	5,529	7,634	29	13,993 97	366 36	87 60
42	111 85	250 00	465	3,500	6,398	15	9,095 81	89 15	98 65
43	1,898 15	2,761 06	3,500	11,637	60,737	126	83,061 45	23,116 62	260 00
44	1,139 78	1,048 75	2,131	7,856	46,445	64	43,515 47	1,000 00	260 00
45	522 21	216 58	600	4,092	14,024	41	2,520 69	25 00	174 37
46	139 39	75 00	70	6,116	1,242	38	4,780 66	.....	110 75
47	91 39	177 48	463	3,106	7,483	20	4,967 86	.....	139 21
48	25 00	7 75	.....	2,780	556	.....	1,145 75	62 25	5 00
49	388 32	330 00	700	5,633	16,473	40	12,462 52	.....	184 12
50	146 24	75 50	281	3,389	3,911	22	2,407 70	.....	108 93
51	.....	60 00	187	2,615	1,905	.....	1,462 78	15 00	24 96
52	307 00	429 99	1,810	5,000	21,556	32	15,000 00	528 81	140 00
53	839 10	1,100 00	2,531	15,908	52,276	82	41,247 61	1,400 48	260 00
54	80 00	60 00	166	2,190	2,882	10	2,329 21	.....	33 38
55	3,656 68	9,615 26	26,030	81,215	279,791	373	354,531 28	106,908 90	260 00
56	.....	213 34	546	1,885	9,258	20	1,735 99	35 00	129 57

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1913

Number	Public Libraries FREE	Receipts				Expenditure	Balance on Hand
		Legislative Grants paid in 1913	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
57	Harriston	96 52	225 00	128 54	450 06	353 46	96 60
58	Hensall	56 22	89 05	1,065 45	1,210 72	961 00	249 72
59	Hespeler	72 20	300 00	233 15	605 35	420 56	184 79
60	Ingersoll	187 89	1,050 00	327 29	1,565 18	1,177 54	387 64
61	Kemptville	77 09	300 00	85 49	462 58	461 53	1 05
62	Kenora	50 97	700 00	409 22	1,160 19	1,121 23	38 96
63	Kincardine	77 04	530 00	94 08	701 12	466 12	235 00
64	Kingsville	95 30	500 00	121 04	716 34	430 49	285 85
65	Lakefield	112 68	125 40	7 30	245 38	242 31	3 07
66	Lanark	30 04	119 70	69 11	218 85	159 91	58 94
67	Lancaster	.....	50 00	325 59	375 59	113 65	261 94
68	Leamington	194 79	550 00	401 74	1,146 53	969 69	176 84
69	Lindsay	240 98	1,593 96	493 46	2,328 40	2,142 08	186 32
70	Listowel	49 60	500 00	173 37	722 97	722 97	.....
71	Little Britain	34 80	.....	160 45	195 25	191 31	3 94
72	London	260 00	13,900 00	944 24	15,104 24	14,727 53	376 71
73	Lucknow	.....	330 00	58 98	388 98	278 77	110 21
74	Markdale	130 96	165 00	36 15	332 11	298 99	33 12
75	Merrickville	53 82	150 00	28 37	232 19	226 99	5 20
76	Merritton	41 15	150 00	111 91	303 06	167 81	135 25
77	Midland	119 97	910 00	259 32	1,289 29	1,162 43	126 86
78	Millbrook	101 29	175 00	185 82	462 11	326 10	136 01
79	Milverton	60 22	100 00	51 29	211 51	208 45	3 06
80	Mitchell	82 55	600 00	324 38	1,006 93	696 54	310 39
81	Mount Forest	131 70	370 00	503 32	1,005 02	572 97	432 05
82	New Liskeard	155 01	750 00	988 82	1,893 83	1,578 83	315 00
83	Newmarket	71 24	500 00	147 22	718 46	671 11	47 35
84	Niagara Falls	258 48	2,600 00	544 98	3,403 46	3,375 94	27 52
85	North Bay	90 65	1,345 91	93 53	1,530 09	1,335 35	194 74
86	Oakwood	23 78	74 00	24 52	122 30	122 30	.....
87	Orangeville	222 88	1,045 00	177 82	1,445 70	1,307 38	138 32
88	Orillia	240 11	410 00	1,108 85	1,758 96	1,742 47	16 49
89	Oshawa	214 13	1,425 00	23 82	1,662 95	1,443 14	219 81
90	Ottawa	260 00	22,640 00	1,517 68	24,417 68	24,417 68	.....
	Ottawa (Branch)	.....	.....	.....	.....	.....	.....
91	Otterville	63 04	70 46	168 65	302 15	130 13	172 02
92	Owen Sound	176 77	1,200 00	855 90	2,232 67	1,083 01	1,149 66
93	Paisley	93 71	205 00	40 01	338 72	335 55	3 17
94	Palmerston	36 11	.....	813 68	849 79	831 02	18 77
95	Paris	166 01	906 00	229 18	1,301 19	1,225 55	75 64
96	Parkhill	28 88	75 00	78 16	182 04	138 42	43 62
97	Parry Sound	33 45	400 00	253 12	686 57	523 85	162 72
98	Pembroke	260 00	1,125 00	397 54	1,782 54	1,774 26	8 28
99	Penetanguishene	229 48	1,010 00	58 89	1,298 37	1,275 20	23 17
100	Perth	133 20	900 00	99 36	1,132 56	1,127 95	4 61
101	Peterborough	260 00	4,000 00	2,040 79	6,300 79	5,436 02	864 77
102	Picton	260 00	1,349 11	144 98	1,754 09	1,754 09	.....
103	Port Arthur	260 00	7,600 00	339 31	8,199 31	7,580 71	618 60
104	Port Carling	59 88	182 24	80 87	322 99	227 98	95 01
105	Port Colborne	71 28	125 00	89 33	285 61	156 05	129 56
106	Port Elgin	120 13	585 00	213 05	918 18	859 88	58 30
107	Prescott	127 46	250 00	107 43	484 89	481 76	3 13
108	Preston	97 06	953 24	1,357 95	2,408 25	1,679 69	728 56
109	Renfrew	176 05	500 00	108 21	784 26	748 21	36 05
110	Richmond Hill	71 99	154 46	51 98	278 43	229 99	48 44
111	St. Mary's	164 56	800 00	387 30	1,351 86	1,117 53	234 33

LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1913, showing Legislative and in 1914

Number	Maintenance		Number of Borrowers	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants paid in 1914
	Rent, Light, Heating and Caretaking	Salaries of Librarian and Staff							
	$ c.	$ c.					$ c.	$ c.	$ c.
57	.....	110 00	520	3,662	6,737	35	12,096 60	.....	102 11
58	25 00	40 00	200	1,187	2,873	.....	.....	.....	15 00
59	.....	250 00	478	4,174	10,400	22	2,934 79	.....	76 10
60	325 12	388 00	1,100	5,229	21,123	30	14,482 64	.....	145 39
61	116 43	110 00	450	2,930	7,865	26	2,525 63	.....	77 24
62	530 25	150 00	384	4,074	9,293	.....	3,355 44	.....	46 55
63	175 69	91 63	434	3,685	5,871	22	8,555 00	155 00	37 93
64	99 75	120 00	500	2,800	6,015	19	2,425 85	60 00	81 60
65	.....	60 00	150	1,808	2,951	21	861 07	.....	109 13
66	.....	50 00	162	2,355	4,511	.....	1,859 73	.....	52 16
67	8 00	70 00	225	3,908	3,317	.....	5,290 94	.....	26 23
68	177 59	270 79	779	3,319	14,562	38	13,276 84	6 20	205 90
69	342 84	625 01	838	5,300	17,523	72	16,097 78	50 00	260 00
70	130 33	260 00	600	4,094	8,975	23	12,000 00	1 26	113 12
71	20 00	45 00	55	2,541	1,759	20	2,255 28	.....	66 48
72	1,633 29	5,449 24	17,584	33,606	167,653	172	89,878 66	29,000 00	260 00
73	.....	86 25	300	2,226	1,876	.....	2,333 21	.....	65 09
74	.....	90 00	173	3,826	4,488	19	2,933 12	.....	98 34
75	84 00	50 00	160	3,688	4,721	.....	2,305 20	.....	37 39
76	.....	109 67	762	2,513	6,560	.....	1,944 80	.....	16 59
77	334 00	300 00	1,164	4,733	33,979	30	3,226 70	151 10	115 91
78	52 60	60 00	312	2,627	6,978	21	2,211 01	200 00	117 72
79	29 55	51 00	147	2,412	3,566	8	2,170 60	.....	53 09
80	321 50	169 50	274	5,352	7,240	22	6,050 39	.....	68 20
81	143 39	115 00	300	4,132	7,099	15	14,553 74	.....	97 20
82	372 78	400 00	502	2,869	9,952	14	13,437 99	6 60	157 43
83	150 00	180 00	887	3,078	8,459	23	2,174 85	.....	161 40
84	508 53	1,260 00	1,950	11,684	27,738	40	36,300 00	.....	260 00
85	21 00	505 00	1,254	3,691	17,196	17	10,686 74	.....	223 98
86	.....	81 25	80	1,992	2,574	.....	1,321 00	56 06	18 20
87	178 15	420 00	712	5,667	11,577	52	18,938 32	.....	164 49
88	611 76	400 00	1,116	5,220	25,187	27	7,516 49	.....	180 49
89	527 76	300 00	1,600	3,963	17,405	30	6,209 81	.....	161 62
90	2,199 29	10,253 46	16,000	51,085	225,705	173	200,434 00	83,000 00	260 00
	.....	.....	810	1,001	8,111	26	1,000 00	.....	100 00
91	.....	24 00	165	1,438	1,894	1	854 25	.....	51 72
92	33 33	568 00	1,704	4,900	18,770	32	36,149 66	.....	134 62
93	14 75	144 00	240	5,212	6,692	21	3,663 17	.....	97 56
94	301 73	247 00	606	2,643	8,265	23	849 79	325 00	58 51
95	419 12	286 00	570	9,587	13,803	42	14,075 64	.....	164 37
96	.....	37 50	400	2,801	2,011	.....	1,662 19	.....	50 06
97	130 62	144 00	511	3,023	8,742	.....	2,312 72	25 00	105 94
98	200 90	480 00	1,270	2,813	15,353	40	4,706 28	236 66	260 00
99	100 00	167 20	873	5,480	14,075	30	18,937 56	.....	255 00
100	399 12	362 00	815	3,850	16,418	41	15,829 61	21 85	88 03
101	1,057 20	1,850 00	4,096	12,136	50,528	83	6,300 79	.....	260 00
102	540 30	419 00	1,374	5,910	21,039	38	16,630 00	37 46	230 93
103	949 10	1,893 72	2,659	8,980	48,234	67	24,055 85	.....	260 00
104	.....	85 00	90	1,475	1,131	15	1,090 01	.....	47 50
105	.....	75 00	337	2,911	7,023	.....	2,057 89	.....	23 77
106	188 23	375 00	280	3,356	8,441	17	11,858 30	.....	92 46
107	.....	.....	648	7,266	14,348	25	5,753 13	35 00	144 32
108	400 24	370 00	1,207	7,522	16,122	42	16,728 56	.....	169 60
109	293 67	150 00	598	2,216	9,008	22	3,036 05	.....	88 29
110	47 50	60 00	105	3,540	3,253	20	1,840 00	.....	57 24
111	174 38	400 00	650	6,864	15,781	39	10,234 33	1,117 53	136 76

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1913

Number	Public Libraries FREE	Receipts				Expenditure	Balances on Hand
		Legislative Grants paid in 1913	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
112	St. Thomas	260 00	3,500 00	667 90	4,427 90	3,365 39	1,062 51
113	Sarnia	260 00	2,440 25	1,125 60	3,825 85	2,974 86	850 99
114	Sault Ste. Marie	251 32	1,400 00	634 92	2,286 14	2,286 14	.....
115	Seaforth	153 79	515 00	155 00	823 79	637 09	186 70
116	Shelburne	103 66	500 00	195 92	799 58	609 79	189 79
117	Simcoe	194 27	1,174 00	218 20	1,586 47	1,586 47	.....
118	Smith's Falls	249 14	1,100 00	182 37	1,531 51	1,516 86	14 65
119	Stayner	15 00	85 00	80 47	180 47	86 99	93 48
120	Stirling	80 04	190 00	211 83	481 87	224 68	257 19
121	Stouffville	98 58	185 00	78 53	362 11	310 11	52 00
122	Stratford	260 00	2,000 00	626 80	2,886 80	2,786 85	99 95
123	Streetsville	70 82	135 00	127 07	332 89	205 92	126 97
124	Sundridge	10 00	30 00	19 00	59 00	45 91	13 09
125	Sutton	58 73	100 00	59 45	218 18	104 36	113 82
126	Tara	62 38	155 00	185 01	402 39	243 78	158 61
127	Thorold	63 36	600 00	120 90	784 26	694 31	89 95
128	Tillsonburg	166 79	750 00	201 08	1,117 87	699 03	418 84
129	Toronto (Church St.)	260 00	21,804 00	8,811 99	30,875 99	19,034 52	11,841 47
	" (College St.)	.....	43,532 00	8,332 03	51,864 03	51,864 03	.....
	" (Deer Park)	.....	3,264 99	1,257 22	4,522 21	2,708 95	1,813 26
	" (Dovercourt)	.....	3,264 99	9,665 75	12,930 74	7,626 24	5,304 50
	" (Earlscourt)	.....	.....	1,999 49	1,999 49	1,999 49	.....
	" (Municipal)	.....	1,088 33	1,055 13	2,143 46	2,093 51	49 95
	" (Northern)	219 85	1,594 16	2,384 70	4,198 71	4,198 71	.....
	" (Queen & Lisgar)	.....	7,074 14	3,644 97	10,719 11	5,552 56	5,166 45
	" (Riverdale)	.....	11,971 63	8,170 64	20,142 27	7,683 22	12,459 05
	" (Western)	.....	5,444 00	3,389 80	8,833 80	4,383 70	4,450 10
	" (Wychwood)	.....	1,088 33	728 16	1,816 49	1,816 49	.....
	" (Yorkville)	.....	8,706 43	5,055 04	13,761 47	5,459 53	8,301 94
130	Uxbridge	64 65	275 00	447 32	787 27	750 43	36 84
131	Walkerton	60 25	2,210 96	150 07	2,421 28	2,385 14	36 14
132	Walkerville	260 00	3,105 76	1,507 61	4,873 37	2,947 88	1,925 49
133	Wallaceburg	92 31	964 16	595 24	1,651 71	934 59	717 12
134	Waterloo	260 00	1,412 40	125 22	1,797 62	1,550 67	246 95
135	Watford	109 80	210 00	163 61	483 41	469 59	13 82
136	Weston	102 30	550 00	117 94	770 24	496 22	274 02
137	Whitby	69 76	525 00	311 40	906 16	571 29	334 87
138	Windsor	260 00	5,000 00	490 02	5,750 02	5,553 64	196 38
139	Wingham	256 32	595 00	146 81	998 13	960 76	37 37
140	Woodstock	260 00	2,500 00	187 27	2,947 27	2,947 19	08
141	Wroxeter	31 61	25 00	203 46	260 07	216 07	44 00
	Totals	18,690 63	306,286 76	174,054 16	499,031 55	413,761 94	85,269 61

LIBRARIES—Concluded

Books and Circulation, etc., for the year ending 31st Dec., 1913, showing Legislative and in 1914

Number	Maintenance		Number of Borrowers	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants paid in 1914
	Rent, Light, Heating and Caretaking	Salaries of Librarian and Staff							
	$ c.	$ c.					$ c.	$ c.	$ c.
112	497 13	1,290 00	2,166	14,584	60,103	65	38,697 51	300 00	260 00
113	614 72	960 00	3,600	9,967	36,774	65	34,215 63	.....	260 00
114	570 46	660 00	650	3,778	27,127	33	3,350 00	.....	248 64
115	63 90	200 00	421	6,186	13,169	20	12,986 70	325 08	147 06
116	260 57	115 00	310	3,676	7,155	30	9,564 79	.....	81 36
117	237 80	353 50	1,473	8,649	15,677	48	9,000 00	22 43	155 27
118	323 78	524 50	1,606	5,941	20,621	45	19,214 65	.....	146 51
119	.....	60 00	225	2,206	5,014	.....	1,693 48	.....	23 28
120	69 58	50 00	323	1,541	4,662	3	1,057 19	.....	55 58
121	19 40	125 00	500	5,198	9,964	21	4,972 00	.....	101 35
122	411 51	801 04	1,964	12,312	45,412	73	18,456 95	.....	260 00
123	22 57	.....	320	2,604	3,249	23	3,185 97	1 15	78 73
124	16 00	.....	64	782	.....	2	490 48	.....	16 93
125	.....	30 00	227	1,263	7,088	10	848 49	10 00	47 34
126	35 00	50 00	88	2,087	2,859	12	2,283 61	.....	69 21
127	171 43	153 00	800	5,926	8,020	21	6,095 36	.....	73 81
128	125 00	290 00	500	4,551	13,318	20	3,068 84	.....	123 16
129	1,905 52	10,480 81	*	60,700	109,449	* **	11,841 47	.....	150 00
	5,112 52	17,146 06	*	94,533	246,384	*	*	7,387 49	260 00
	748 63	1,051 32	*	4,438	27,982	* **	1,813 26	.....	150 00
	552 41	1,200 96	*	4,828	32,424	* **	5,304 50	4,214 19	150 00
	36 34	25 00	*	1,251	73	*	*	1,576 35	130 00
	.....	839 08	*	758	7,963	* **	49 95	1,005 18	.....
	724 45	384 97	*	3,602	5,369	*	*	2,182 00	135 00
	944 49	2,882 32	*	12,993	54,001	* **	5,166 45	.....	.....
	1,113 55	3,448 54	*	10,191	93,498	* **	12,459 05	.....	150 00
	839 42	2,228 38	*	7,764	48,024	* **	4,450 10	.....	150 00
	.....	406 37	*	3,285	10,190	*	*	448 88	85 00
	793 85	2,677 73	*	10,117	57,063	* **	8,301 94	.....	150 00
130	263 35	150 00	485	6,252	8,432	21	9,386 84	.....	55 16
131	200 00	160 00	315	4,097	6,937	16	2,853 61	.....	136 93
132	483 97	1,020 00	906	7,027	22,869	55	12,501 02	.....	260 00
133	127 70	382 25	516	4,220	14,491	35	4,513 34	.....	138 53
134	327 52	399 00	659	8,727	13,354	113	10,671 03	.....	260 00
135	143 51	132 00	415	3,734	7,108	20	8,613 82	.....	99 92
136	210 00	60 00	180	3,667	5,333	30	2,974 02	.....	104 25
137	97 01	175 00	450	3,874	10,220	*	15,277 68	2,374 43	93 92
138	963 46	1,641 72	1,870	23,462	63,745	95	56,939 35	.....	260 00
139	114 70	245 83	878	5,200	15,041	60	2,737 37	.....	259 45
140	559 67	816 00	1,398	9,425	37,353	61	29,454 41	3,624 88	260 00
141	20 00	50 00	146	4,918	2,171	.....	4,489 00	.....	54 46
	51,848 47	113,798 35	170,064	1,080,124	3,234,397	4,706	2,106,875.15	274,382 70	19,609 46

* Not reported. ** Value of books not given.

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1913, showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1913	Municipal and County grants	Members' fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Admaston	18 75	10 00	15 09	43 84	41 67	2 17
2	Almonte	71 87	.....	139 02	210 89	163 60	47 29
3	Angus	36 17	10 00	71 50	117 67	86 37	31 30
4	Arkona	34 40	50 00	54 75	139 15	101 89	37 26
5	Atwood	15 00	20 00	100 20	135 20	135 20	.....
6	Auburn	33 40	35 00	113 18	181 58	114 47	67 11
7	Bath	49 57	.....	168 69	218 26	210 74	7 52
8	Bayham	.....	.....	51 41	51 41	34 28	17 13
9	Baysville	13 27	12 00	21 96	47 23	36 85	10 38
10	Beachville	38 41	50 00	56 89	145 30	133 63	11 67
11	Beamsville	49 59	80 00	352 39	481 98	281 71	200 27
12	Beaverton	47 23	25 00	117 69	189 92	16 10	173 82
13	Belfountain	.....	15 00	10 00	25 00	16 40	8 60
14	Belmont	19 77	32 00	151 23	203 00	194 09	8 91
15	Belwood	42 56	25 00	34 01	101 57	93 05	8 52
16	Blenheim	142 86	175 00	175 22	493 08	490 57	2 51
17	Blyth	56 18	45 00	97 91	199 09	82 19	116 90
18	Bobcaygeon	69 47	85 00	194 47	348 94	271 37	77 57
19	Bolton	71 32	100 00	121 46	292 78	284 44	8 34
20	Bowmanville	124 77	.....	265 45	390 22	308 63	81 59
21	Bradford	21 27	.....	55 81	77 08	76 37	0 71
22	Bridgeburg	75 44	150 00	186 60	412 04	372 94	39 10
23	Brigden	10 00	25 00	83 67	718 67	75 91	42 76
24	Brooklin	67 65	80 00	51 63	199 28	135 74	63 54
25	Brownsville	46 93	50 00	192 24	289 17	133 65	155 52
26	Brucefield	52 44	45 00	196 30	293 74	269 96	23 78
27	Burgessville	46 22	60 00	106 76	212 98	182 47	30 51
28	Burlington	99 20	120 00	339 28	558 48	533 90	24 58
29	Caledon	32 13	15 00	77 50	124 63	102 43	22 20
30	Cambray	38 44	50 00	31 52	119 96	115 50	4 46
31	Camlachie	15 00	50 00	141 16	206 16	206 16	.....
32	Canfield	21 95	.....	26 71	48 66	35 11	13 55
33	Cannington	33 50	25 00	96 67	155 17	130 99	24 18
34	Cargill	55 68	40 00	162 59	258 27	244 25	14 02
35	Carp	.....	.....	39 40	39 40	39 40	.....
36	Chatsworth	35 57	.....	75 30	110 87	92 01	18 86
37	Cheapside	41 81	.....	65 16	106 97	70 09	36 88
38	Claremont	62 24	40 00	45 39	147 63	116 41	31 22
39	Clarksburg	**	.....	.....	.....	.....	.....
40	Claude	.....	.....	21 47	21 47	2 25	19 22
41	Clifford	51 80	100 00	50 80	202 60	202 60	.....
42	Cobourg	164 86	100 00	535 69	800 55	796 52	4 03
43	Colborne	15 98	20 00	54 77	90 75	89 75	1 00
44	Coldstream	61 73	35 00	61 13	157 86	150 11	7 75
45	Comber	61 68	122 21	207 00	390 89	277 18	113 71
46	Copleston	13 35	25 00	4 20	42 55	29 20	13 35
47	Dalhousie	.....	.....	45 92	45 92	39 17	6 75
48	Delta	34 13	.....	52 96	87 09	79 44	7 65
49	Depot Harbour	12 20	.....	104 23	116 43	105 28	11 15
50	Don	21 07	25 00	35 25	81 32	75 49	5 83
51	Dorchester	41 59	25 00	225 73	292 32	101 75	190 57
52	Drumbo	74 32	50 00	51 20	175 52	175 52	.....
53	Duart	10 00	40 00	48 70	98 70	98 35	0 35
54	Dundalk	26 32	133 00	155 15	314 47	202 65	111 82

**Report returned for corrections.

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1913 and in 1914

Number	Maintenance		Number of Members	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants Paid in 1914
	Rent, Light, Heating and Caretaking	Salaries of Librarian and Staff							
	$ c.	$ c.					$ c.	$ c.	$ c.
1	2 00	10 00	78	1,438	819	.....	787 17	.....	21 36
2	7 50	44 00	101	4,094	4,271	19	4,401 24	.....	59 80
3	.....	25 00	119	778	550	.....	486 37	.....	10 00
4	27 00	20 00	100	2,537	1,977	5	1,337 26	15 00	16 63
5	25 00	10 00	69	1,227	1,027	.....	1,000 00	1 85	22 30
6	30 00	30 00	95	1,433	1,498	7	1,121 11	4 24	16 31
7	110 00	25 00	82	1,007	6,498	11	725 92	.....	20 36
8	.....	6 00	74	680	201	.....	415 96	.....	21 88
9	.....	12 00	38	681	1,034	.....	375 38	.....	.....
10	11 87	30 49	162	1,657	2,149	.....	1,273 31	.....	41 67
11	101 26	60 00	112	3,571	9,491	11	3,095 27	.....	53 82
12	14 35	.....	*	1,671	*	.....	1,594 30	.....	15 00
13	.....	10 00	20	1,451	435	.....	644 68	.....	.....
14	14 00	78 33	180	1,389	1,885	4	1,186 05	.....	29 69
15	.....	25 00	50	2,309	2,060	.....	1,938 52	.....	30 68
16	78 75	145 00	208	4,704	6,482	22	4,027 51	.....	97 60
17	.....	40 00	60	2,336	1,184	.....	1,108 34	.....	20 76
18	67 35	55 50	155	2,961	2,064	20	2,772 57	.....	66 47
19	39 25	100 00	128	3,047	3,322	18	2,176 25	.....	65 46
20	1 95	150 00	151	4,207	5,688	26	3,856 59	.....	58 09
21	.....	42 00	80	2,482	2,061	.....	1,900 71	.....	10 00
22	.....	50 00	158	2,151	5,186	.....	1,961 82	.....	105 83
23	25 26	40 00	67	1,095	1,007	.....	680 91	40 00	15 00
24	4 05	25 00	146	2,983	3,007	1	1,593 54	.....	61 90
25	19 50	35 00	82	828	1,754	.....	806 67	.....	30 99
26	.....	35 00	111	1,719	2,832	.....	1,492 59	85 00	48 43
27	51 50	39 00	64	613	1,485	.....	429 73	.....	24 44
28	141 93	95 80	105	3,872	5,113	11	8,020 77	.....	72 70
29	1 25	45 65	65	3,952	1,007	.....	3,057 16	.....	38 21
30	.....	40 00	105	1,770	2,293	.....	1,343 30	.....	37 20
31	3 10	25 00	51	730	1,113	.....	804 60	7 96	58 65
32	.....	30 00	65	837	234	.....	529 94	.....	10 00
33	18 05	72 00	54	2,449	3,251	10	2,224 18	.....	16 81
34	37 58	25 00	125	3,150	3,288	.....	2,711 01	.....	105 83
35	.....	26 40	60	1,457	996	.....	710 00	44 32	.....
36	5 00	4 00	103	3,160	4,693	13	2,371 54	30 50	27 60
37	4 00	.....	88	2,166	1,091	.....	1,687 72	.....	35 02
38	34 00	8 50	119	2,385	1,812	.....	2,667 78	.....	44 56
39	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	.....	.....	55	3,451	697	.....	2,626 47	.....	.....
41	36 00	50 00	105	4,516	3,466	.....	3,083 77	25 43	42 73
42	134 75	145 85	247	4,607	15,852	38	4,204 03	43 40	201 82
43	26 00	15 00	65	1,857	1,048	7	876 00	.....	24 69
44	.....	15 00	65	1,749	1,931	7	922 75	.....	21 65
45	33 10	44 37	100	2,889	1,845	6	2,476 39	.....	50 09
46	.....	3 70	55	1,362	780	.....	*	.....	18 50
47	2 64	5 00	129	813	529	1	381 75	.....	13 04
48	.....	10 00	57	213	952	.....	185 26	.....	30 56
49	9 14	12 50	114	1,023	2,161	.....	961 15	.....	10 00
50	.....	35 00	60	1,422	539	.....	1,164 00	.....	28 75
51	.....	50 00	127	1,613	2,155	.....	221 07	.....	17 05
52	.....	20 00	105	2,245	2,827	.....	2,100 29	.....	65 68
53	.....	15 00	72	2,221	1,242	.....	1,015 35	.....	13 60
54	.....	75 00	55	2,074	2,960	.....	811 82	.....	31 31

* Not reported

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1913—Showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1913	Municipal and County Grants	Members' fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	Dungannon	46 48	30 00	54 73	131 21	117 55	13 66
56	Dunnville	136 54	200 00	161 59	498 13	497 77	36
57	Dunvegan	17 80	5 00	18 00	40 80	34 30	6 50
58	Elmvale	36 30	40 00	58 82	135 12	118 63	16 49
59	Elmwood	30 70	30 00	31 03	91 73	88 23	3 50
60	Embro	63 74	125 00	92 75	281 49	266 78	14 71
61	Ennotville	53 85	25 00	116 60	195 45	145 37	50 08
62	Ethel	17 09	30 00	54 36	101 45	73 72	27 73
63	Fenelon Falls	76 39	125 00	322 48	523 87	342 07	181 80
64	Flesherton	33 21	10 00	49 00	92 21	81 44	10 77
65	Fonthill	65 54	50 00	112 10	227 64	184 36	43 28
66	Fordwich	.....	.....	116 30	116 30	116 30	.....
67	Forester's Falls	39 20	15 00	25 84	80 04	34 00	46 04
68	Fort Erie	49 39	100 00	201 59	350 98	243 22	107 76
69	Fort Frances	.....	100 00	225 44	325 44	311 71	13 73
70	Frankford	50 04	50 00	202 17	302 21	257 75	44 46
71	Fullarton	29 86	10 00	34 40	74 26	74 26	.....
72	Glanworth	17 83	25 00	39 97	82 80	27 33	55 47
73	Glen Morris	55 40	60 00	77 98	193 38	96 41	96 97
74	Gore Bay	16 25	100 00	23 41	139 66	128 58	11 08
75	Gore's Landing	29 86	.....	62 47	92 33	74 91	17 42
76	Gorrie	18 25	25 00	50 27	93 52	92 33	1 19
77	Grafton	30 10	.....	171 24	201 34	182 30	19 04
78	Haliburton	32 66	37 00	64 68	134 34	87 05	47 29
79	Harrietsville	61 86	25 00	65 54	152 40	135 77	16 63
80	Harrington	39 67	70 00	66 15	175 82	128 72	47 10
81	Harrow	67 35	115 00	130 50	312 85	247 81	65 04
82	Hastings	10 00	.....	184 60	194 60	144 48	50 12
83	Hawkesville	11 36	50 00	22 64	84 00	44 76	39 24
84	Highland Creek	19 51	25 00	42 68	87 19	74 84	12 35
85	Hillsdale	29 58	30 00	85 95	145 53	78 96	66 57
86	Hillview	39 30	.....	77 89	117 19	40 43	76 76
87	Holstein	56 98	.....	74 92	131 90	131 24	66
88	Honeywood	28 98	10 00	62 98	101 96	65 49	36 47
89	Huntsville	82 20	175 00	94 28	351 48	304 69	46 79
90	Inwood	65 72	55 00	80 40	201 12	201 12	.....
91	Iroquois	10 00	.....	96 39	106 39	104 39	2 00
92	Islington	55 71	25 00	30 70	111 41	111 35	06
93	Jarvis	17 73	50 00	75 66	143 39	135 63	7 76
94	Kars	.....	.....	25 16	25 16	25 16	.....
95	Kemble	38 05	.....	167 78	205 83	204 51	1 32
96	Kingston	195 89	1,000 00	886 17	2,082 06	2,027 77	54 29
97	Kinmount	19 33	50 00	25 16	94 49	94 49	.....
98	Kintore	20 00	60 00	52 95	132 95	132 95	.....
99	Kirkfield	51 67	50 00	49 52	151 19	138 37	12 82
100	Kirkton	.....	.....	174 36	174 36	95 08	79 28
101	Komoka	67 49	35 00	37 86	140 35	134 95	5 40
102	Lake Charles	.....	.....	181 01	181 01	19 25	161 76
103	Lefroy	20 68	35 00	28 98	84 66	31 38	53 28
104	Linwood	.....	50 00	116 02	166 02	82 72	83 30
105	Lyn	43 27	10 00	95 88	149 15	123 62	25 53
106	Madoc	18 70	.....	204 34	223 04	100 14	122 90
107	Mallorytown	78 74	25 00	265 55	369 29	368 94	35
108	Manilla	77 47	50 00	243 34	370 81	316 85	53 96

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS, Legislative grants paid in 1913 and 1914.—Continued

Number	Maintenance		Number of Members	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants Paid in 1914
	Rent, Light Heating and Caretaking	Salaries of Librarian and Staff							
	$ c.	$ c.					$ c.	$ c.	$ c.
55	.....	46 95	122	2,379	2,553	.....	468 66	.....	30 62
56	105 90	75 00	140	36,92	12,425	.....	1,950 36	.....	163 52
57	.....	15 00	30	303	336	.....	252 32	.....	.....
58	.....	40 00	142	2,104	1,069	.....	1,316 39	.....	41 73
59	5 00	25 00	95	1,274	1,812	.....	803 97	.....	32 64
60	62 52	70 00	89	5,138	4,658	12	5,106 73	.....	58 98
61	40	35 00	125	3,577	1,081	.....	3,688 75	.....	49 56
62	10 00	20 00	62	2,316	2,812	.....	682 73	.....	30 19
63	206 01	30 00	101	4,924	4,837	30	3,469 15	.....	53 91
64	12 25	20 00	54	1,066	1,609	.....	610 77	.....	16 13
65	19 91	42 00	214	2,655	2,638	13	3,473 28	.....	58 19
66	.....	30 00	51	1,800	.....	.....	1,000 00	.....	29 07
67	.....	30 00	72	1,169	1,453	.....	698 20	.....	5 00
68	.....	75 00	133	3,459	5,739	.....	2,656 44	.....	54 04
69	.....	.....	116	1,595	1,708	.....	1,063 73	.....	421 26
70	84 35	93 00	60	795	1,121	8	681 85	.....	53 05
71	19 08	.....	65	316	336	6	275 00	19 08	10 00
72	10 00	.....	91	218	1,201	.....	165 47	.....	14 04
73	41 04	.....	58	2,788	527	10	2,094 97	.....	25 22
74	.....	100 00	70	1,844	3,492	3	944 63	.....	17 54
75	15 00	.....	91	1,486	1,027	.....	1,217 42	.....	28 84
76	.....	25 00	63	2,143	1,301	.....	1,101 19	.....	19 06
77	4 73	12 00	68	724	2,214	4	858 15	.....	55 09
78	.....	18 00	94	1,488	1,495	.....	697 29	.....	36 91
79	2 00	22 50	62	303	1,353	.....	218 44	.....	48 90
80	.....	45 00	82	1,511	1,467	.....	757 10	.....	38 85
81	67 00	30 00	68	1,571	2,792	11	995 04	.....	56 68
82	.....	14 50	71	1,164	3,478	.....	876 52	.....	11 01
83	.....	20 00	45	911	507	.....	528 77	.....	14 82
84	15 00	15 00	65	2,204	485	.....	1,457 92	.....	17 92
85	1 08	12 30	57	1,611	1,302	.....	716 57	.....	21 16
86	1 00	.....	52	401	826	.....	419 43	.....	14 93
87	.....	40 00	53	1,846	2,248	.....	1,458 41	.....	51 25
88	.....	25 00	93	699	488	.....	343 47	.....	26 65
89	82 75	75 00	100	4,951	6,317	18	2,696 79	.....	62 25
90	.....	50 04	107	1,266	1,802	.....	718 00	.....	75 72
91	.....	28 50	90	1,765	3,075	.....	1,322 00	.....	24 06
92	.....	15 00	65	2,509	1,917	.....	1,693 91	.....	58 55
93	37 05	40 00	81	3,253	1,542	3	1,580 76	.....	35 57
94	8 00	12 71	65	1,629	365	.....	998 00	14 29	5 00
95	11 80	30 00	92	1,010	1,278	.....	751 32	57 00	20 00
96	472 60	591 50	660	5,487	29,216	75	8,974 29	.....	260 00
97	.....	43 00	55	2,018	2,750	.....	1,573 63	.....	13 69
98	10 00	30 00	100	1,438	1,319	3	1,000 00	32 36	119 51
99	7 50	25 00	52	2,396	2,022	.....	800 79	.....	44 43
100	.....	5 00	57	136	433	.....	148 37	.....	44 07
101	10 00	15 00	57	1,139	882	.....	870 40	.....	63 08
102	19 25	.....	21	2,000	376	.....	1,674 62	.....	.....
103	.....	30 00	59	803	1,241	.....	363 28	25 00	10 00
104	7 50	35 00	53	738	962	.....	658 52	.....	25 15
105	50 00	25 00	60	510	1,492	12	330 42	.....	33 60
106	29 25	42 00	112	2,939	3,034	.....	2,052 90	2 50	15 00
107	157 57	53 00	106	2,044	2,887	22	1,794 86	.....	79 72
108	29 58	30 00	108	4,377	1,662	.....	4,128 89	255 20	65 77

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1913, showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1913	Municipal and County Grants	Members' Fees, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
109	Manotick	10 00	.....	33 40	43 40	39 60	3 80
110	Marksville	10 00	16 23	56 90	83 13	83 13	.....
111	Matilda	10 00	.....	9 00	19 00	16 40	2 60
112	Meaford	117 80	400 00	427 81	945 61	863 33	82 28
113	Melbourne	43 99	47 50	43 35	134 84	100 75	34 09
114	Metcalfe	.....	20 00	112 30	132 30	131 07	1 23
115	Mildmay	10 00	30 00	124 08	164 08	28 00	136 08
116	Milton	69 80	.....	243 37	313 17	191 05	122 12
117	Minden	29 15	25 00	46 13	100 28	76 11	24 17
118	Monkton	12 88	22 00	58 75	93 63	85 93	7 70
119	Mono Centre	18 73	.....	23 08	41 81	41 77	04
120	Mono Mills	27 50	.....	30 57	58 07	49 49	8 58
121	Mono Road	14 11	.....	35 39	49 50	49 50	.....
122	Morrisburg	80 10	100 00	268 71	448 81	374 85	73 96
123	Morriston	15 00	.....	50 79	65 79	44 97	20 82
124	Mount Albert	44 42	25 00	134 79	204 21	153 71	50 50
125	Mount Brydges	35 14	50 00	46 00	131 14	120 80	10 34
126	Nanticoke	23 41	25 00	26 72	75 13	62 33	12 80
127	Napanee	184 24	300 00	453 14	937 38	840 64	96 74
128	Napier	54 51	25 00	22 61	102 12	93 66	8 46
129	Newburgh	56 69	40 00	65 82	162 51	143 15	19 36
130	Newbury	20 35	25 00	54 80	100 15	91 46	8 69
131	New Dundee	15 69	29 85	135 82	181 36	181 05	31
132	New Hamburg	.....	100 00	49 57	149 57	148 76	81
133	Newington	14 13	.....	42 45	56 58	38 51	18 07
134	Niagara	139 73	100 00	154 86	394 59	382 41	12 18
135	Norland	10 00	50 00	121 18	181 18	89 91	91 27
136	North Cobalt	.....	.....	137 00	137 00	137 00	.....
137	North Gower	10 00	.....	152 95	162 95	94 34	68 61
138	Norwich	96 18	110 00	149 01	355 19	324 49	30 70
139	Norwood	48 49	50 00	73 70	172 19	156 39	15 80
140	Oakville	110 92	250 00	356 46	717 38	612 28	105 10
141	Odessa	26 97	20 00	133 54	180 51	118 04	62 47
142	Omemee	61 85	100 00	113 59	275 44	275 44	.....
143	Orono	47 18	.....	18 94	66 12	65 43	69
144	Pakenham	44 00	.....	175 23	219 23	136 23	83 00
145	Pickering	10 00	15 00	239 29	264 29	172 62	91 67
146	Pinkerton	43 56	30 00	42 12	115 78	111 68	4 10
147	Plattsville	93 91	50 00	187 36	331 27	265 48	65 79
148	Point Edward	41 75	105 00	58 05	204 80	153 22	51 58
149	Port Credit	41 72	40 00	56 92	138 64	133 76	4 88
150	Port Dover	55 25	10 00	241 56	306 81	251 80	55 01
151	Port Perry	94 39	150 00	135 75	380 14	344 19	35 95
152	Port Rowan	21 59	50 00	91 56	163 15	151 31	11 84
153	Port Stanley	43 04	80 00	49 69	172 73	171 08	1 65
154	Powassan	.....	25 00	121 65	146 65	127 84	18 81
155	Queensville	35 11	25 00	87 54	147 65	126 29	21 36
156	Rainy River	45 96	.....	201 61	247 57	242 79	4 78
157	Ridgetown	80 10	65 00	106 51	251 61	206 67	44 94
158	Ridgeway	36 91	75 00	196 36	308 27	210 76	97 51
159	Ripley	10 00	160 00	56 05	226 05	132 83	93 22
160	Riversdale	10 00	15 00	49 54	74 54	48 61	25 93
161	Rockwood	11 62	.....	50 57	62 19	45 09	17 10
162	Romney	58 33	50 00	48 70	157 03	132 90	24 13
163	Runnymede	28 68	25 00	66 32	120 00	115 98	4 02

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1913 and in 1914—Continued

Number	Maintenance: Rent, Light Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants Paid in 1914
	$ c.	$ c.					$ c.	$ c.	$ c.
109	2 00	30 00	105	1,865	920	.....	1,267 28	41 98	10 00
110	.....	15 00	45	960	980	.....	970 00	.....	23 22
111	.....	15 00	36	533	*	.....	244 95	.....	.....
112	234 00	200 00	238	3,756	6,702	31	2,357 28	.....	116 60
113	17 69	23 75	50	1,240	1,020	.....	634 09	.....	30 87
114	37 70	.....	56	779	1,651	.....	352 23	8 00	49 75
115	.....	25 00	124	2,462	1,358	.....	1,146 08	.....	10 00
116	.....	87 02	116	4,301	3,537	10	5,523 12	.....	54 55
117	24 00	12 00	68	1,473	1,916	.....	1,060 97	.....	17 69
118	2 90	20 00	62	1,359	561	.....	1,107 70	71 25	18 83
119	.....	.....	56	619	488	.....	261 94	.....	25 90
120	.....	6 00	75	797	975	.....	518 58	.....	23 92
121	50 00	25 00	52	1,520	1,029	.....	1,378 68	.....	9 39
122	138 74	66 00	160	3,116	5,268	23	1,973 96	.....	92 34
123	.....	30 00	45	1,377	493	5	740 82	.....	7 25
124	18 00	50 00	59	1,010	1,658	10	950 50	.....	45 04
125	.....	30 00	90	1,135	1,006	.....	1,048 34	.....	53 35
126	.....	25 00	90	2,176	1,146	.....	1,632 05	.....	19 54
127	78 84	260 00	212	7,015	11,692	63	6,174 42	.....	197 75
128	.....	.....	70	347	706	.....	308 46	.....	33 49
129	75 20	10 00	55	2,225	996	12	1,418 27	94 65	41 83
130	3 13	20 00	68	993	1,130	.....	393 69	.....	32 40
131	25 82	18 00	60	951	1,178	3	630 51	.....	21 42
132	37 40	20 00	50	3,873	4,702	.....	2,805 18	.....	37 98
133	5 13	18 00	50	1,054	723	.....	1,765 82	.....	10 00
134	27 77	78 75	143	7,487	5,896	28	7,668 18	18 50	138 87
135	10 00	20 00	69	848	1,328	.....	549 27	30 00	8 73
136	.....	.....	63	234	*	.....	135 61	23 61	68 80
137	.....	45 20	73	2,106	2,706	.....	867 61	.....	19 94
138	60 01	75 00	114	2,885	6,467	22	1,480 70	.....	101 17
139	12 55	72 21	65	2,457	1,600	12	1,107 73	.....	36 65
140	163 31	200 00	242	4,961	7,633	24	3,714 88	.....	112 36
141	.....	60 00	60	1,387	3,225	10	2,458 00	.....	39 88
142	40 00	95 00	75	1,076	1,035	21	841 10	42 84	65 46
143	.....	25 00	100	1,617	1,385	.....	1,408 77	25 00	14 83
144	.....	35 00	55	807	1,085	4	789 00	17 50	64 61
145	25 00	25 00	149	1,859	1,215	13	1,302 15	50 00	41 63
146	6 93	25 00	65	1,956	985	.....	1,546 34	.....	46 91
147	65 00	30 00	126	2,322	3,408	10	1,590 79	.....	83 37
148	45 00	35 00	65	3,742	2,044	4	3,881 22	.....	16 26
149	4 35	30 00	140	2,383	2,163	.....	1,579 59	.....	39 57
150	.....	100 00	116	1,539	5,204	20	1,417 74	.....	58 15
151	65 33	91 00	97	2,618	2,512	22	1,611 00	26 00	119 28
152	36 35	21 50	110	2,217	1,156	.....	815 70	143 50	25 31
153	30 00	65 00	140	1,823	1,818	.....	801 65	.....	41 18
154	.....	.....	50	156	*	.....	127 63	.....	65 71
155	19 70	27 00	160	2,543	1,505	.....	1,715 06	.....	45 86
156	.....	30 00	68	665	1,635	2	404 78	.....	56 28
157	20 21	75 00	135	4,621	4,050	22	5,516 94	.....	66 20
158	.....	50 00	153	2,095	2,803	.....	2,771 03	.....	39 54
159	.....	60 00	76	2,419	1,863	.....	1,593 22	.....	22 00
160	.....	.....	68	1,406	1,811	.....	971 39	.....	10 00
161	45 09	.....	48	2,075	1,059	.....	432 10	.....	5 00
162	50	30 00	108	3,303	2,346	.....	2,701 04	43 20	54 65
163	22 00	.....	75	1,052	2,394	.....	954 02	.....	17 53

* Not reported.

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1913—Showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1913	Municipal and County Grants	Members' Fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
164	Russell	64 73	.....	132 56	197 29	188 31	8 98
165	St. George	66 14	60 00	229 50	355 64	319 96	35 68
166	St. Helen's	30 21	10 00	59 69	99 90	99 29	61
167	Saltfleet, Stoney Creek P.O.	63 38	50 00	89 53	202 91	140 70	62 21
168	Scarboro'	94 23	14 00	53 80	162 03	161 30	73
169	Scotland	42 37	.....	154 54	196 91	154 17	42 74
170	Shedden	30 35	25 00	56 15	111 50	107 85	3 65
171	Shetland	30 00	25 00	48 12	103 12	38 80	64 32
172	Singhampton	10 00	20 00	36 55	66 55	48 35	18 20
173	Smithville	51 22	35 00	745 24	831 46	117 90	713 56
174	Soliua	.....	25 00	82 20	107 20	57 30	49 90
175	Southampton	30 95	80 00	179 84	290 79	268 68	22 11
176	South Mountain	33 67	.....	58 18	91 85	91 41	44
177	Speedside	32 95	.....	100 34	133 29	114 69	18 60
178	Springfield	10 00	60 00	77 31	147 31	136 60	10 71
179	Stevensville	53 77	40 00	185 30	279 07	116 57	162 50
180	Strathroy	131 81	175 00	316 31	623 12	623 12	.....
181	Sudbury	49 19	500 00	869 29	1,418 48	839 20	579 28
182	Sunderland	46 60	55 00	100 00	201 60	135 05	66 55
183	Sydenham	38 35	.....	132 20	170 55	152 47	18 08
184	Tavistock	127 76	80 00	203 37	411 13	344 49	66 64
185	Teeswater	69 30	130 00	224 86	424 16	378 89	45 27
186	Thamesville	145 78	50 00	686 63	882 41	403 89	478 52
187	Thedford	50 17	25 00	77 48	152 65	145 71	6 94
188	Thornbury	10 54	25 00	16 81	52 35	31 55	20 80
189	Tilbury	98 90	125 00	197 42	421 32	230 96	190 36
190	Tiverton	.....	15 00	116 63	131 63	91 65	39 98
191	Tottenham	16 00	60 00	52 14	128 14	80 12	48 02
192	Trout Creek	.....	.....	*	*	*	*
193	Tweed	69 90	50 00	221 81	341 71	327 29	14 42
194	Underwood	10 00	50 00	268 95	328 95	243 54	85 41
195	Unionville	37 39	15 00	114 53	166 92	151 71	15 21
196	Vankleek Hill	15 00	50 00	115 38	180 38	180 38	.....
197	Victoria (Caledonia P.O.)	45 09	25 00	11 71	81 80	81 80	.....
198	Victoria Mines	24 52	.....	229 92	254 44	55 09	199 35
199	Victoria Road	.....	50 00	91 84	141 84	100 55	41 29
200	Walton	10 00	25 00	131 38	166 38	15 60	150 78
201	Wardsville	83 25	25 00	84 14	192 39	169 81	22 58
202	Warkworth	17 16	35 00	120 02	172 18	73 58	98 60
203	Waterdown	59 13	100 00	161 87	321 00	253 78	67 22
204	Waterford	10 00	75 00	40 74	125 74	108 56	17 18
205	Welland	88 52	500 00	225 61	814 13	708 53	105 60
206	Wellesley	41 54	25 00	94 64	161 18	102 70	58 48
207	Westford	39 79	30 00	10 85	80 64	78 51	2 13
208	West Lorne	.....	.....	106 22	106 22	68 85	37 37
209	White Lake	10 00	.....	75 51	85 51	61 98	23 53
210	Wiarton	102 36	230 00	112 37	444 73	432 36	12 37
211	Williamstown	37 44	35 00	110 90	183 34	110 38	72 96
212	Winchester	53 63	.....	245 72	299 35	220 11	79 24
213	Woodbridge	27 16	40 00	97 14	164 30	114 04	50 26
214	Woodville	36 67	75 00	83 10	194 77	150 80	43 97
	Totals	8,974 71	11,430 79	26,358 29	46,763 79	36,993 84	9,769 95

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1913 and in 1914—Concluded

Number	Maintenance: Rent, Light, Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Legislative Grants Paid in 1914
	$ c.	$ c.					$ c.	$ c.	$ c.
164	.....	60 00	154	2,134	2,667	24	1,858 98	198 00	38 79
165	92 30	75 00	120	5,316	2,952	11	6,133 57	.....	71 61
166	13 35	20 00	90	2,056	1,448	.....	1,222 61	.....	35 36
167	.....	30 00	145	1,885	*	.....	1,995 28	.....	57 48
168	12 50	.....	52	4,441	1,961	.....	2,000 73	.....	87 40
169	10 00	.....	.....	1,590	1,052	13	1,572 74	.....	40 17
170	.....	50 00	106	1,945	1,952	.....	1,035 65	.....	37 59
171	3 00	12 00	50	337	354	.....	334 17	15 00	21 99
172	1 50	20 00	63	329	286	.....	344 90	.....	5 87
173	.....	.....	75	***	***	.....	815 46	.....	15 00
174	.....	.....	53	1,100	*	.....	105 35	.....	34 03
175	30 85	40 00	197	5,799	3,953	2	4,774 32	.....	59 08
176	.....	25 00	65	987	6,350	.....	773 57	.....	29 41
177	5 90	16 00	56	1,259	648	.....	991 83	.....	55 84
178	2 75	60 00	77	1,548	1,195	.....	1,175 71	.....	10 00
179	14 40	25 00	50	363	1,032	.....	516 05	.....	55 10
180	98 38	180 00	305	8,042	31.825	25	6,850 00	30 77	102 71
181	180 00	249 96	53	1,109	4,439	11	1,307 93	21 11	24 26
182	56 00	25 00	110	2,066	922	7	1,691 55	.....	38 52
183	19 80	60 00	50	1,503	2,111	14	964 64	.....	22 99
184	65 00	55 00	107	4,922	6,572	22	2,845 64	.....	82 92
185	150 66	75 00	172	4,562	3,888	16	2,395 27	21 64	80 15
186	.....	102 01	125	2.169	1,903	19	1,218 52	.....	30 00
187	25 00	.....	105	2,860	3,349	.....	1,223 94	.....	67 33
188	20 00	5 00	50	1,340	1,238	1	525 80	25 00	10 00
189	57 44	50 00	113	2,790	2,436	17	1,440 89	.....	74 38
190	.....	50 00	66	938	1,743	.....	489 98	.....	16 06
191	25 00	25 00	88	2,462	1,245	.....	548 52	.....	19 28
192	*	*	17	1,140	460	.....	*	*	.....
193	76 42	50 00	100	1,731	3,845	6	1,214 42	.....	100 64
194	10 00	10 00	108	1.070	2,124	9	845 41	.....	72 69
195	.....	20 00	105	1,399	1.894	.....	1,058 41	.....	35 20
196	.....	75 15	101	*	*	.....	1,572 92	.....	38 72
197	75	20 00	88	3,237	741	.....	2,170 00	.....	36 41
198	2 50	.....	52	1,130	1,390	10	1,125 44	.....	19 72
199	12 00	22 00	51	205	465	.....	156 59	28 00	10 00
200	.....	15 00	75	1,186	1.048	.....	474 13	.....	5 00
201	13 74	.....	85	2.019	3,389	6	2,195 58	.....	62 14
202	35 50	25 00	51	1,370	744	1	958 60	.....	10 00
203	33 95	35 00	68	2,279	3,497	16	1,007 22	.....	69 43
204	.....	60 00	73	1,203	2,348	.....	867 18	.....	26 96
205	.....	216 00	217	4,756	7,183	21	5,315 60	.....	97 23
206	16 25	20 00	123	2,502	2,702	.....	2,014 59	.....	43 41
207	.....	.....	70	2,074	424	.....	1,666 64	.....	40 93
208	1 60	23 00	80	1,118	1,395	.....	956 77	.....	10 00
209	.....	10 00	45	785	1.053	.....	343 53	.....	29 76
210	120 20	100 00	346	2,912	5,550	17	3,582 37	.....	57 43
211	30 00	4 00	60	2,273	1,416	.....	2,094 84	93 75	43 46
212	.....	96 00	98	1,372	4,105	13	1,661 54	.....	66 15
213	11 60	25 00	50	2,421	1.678	.....	2,173 55	.....	30 90
214	120 00	.....	82	2,404	1,358	15	943 97	.....	23 25
	5,500 74	8,755 64	19,950	436,947	531,300	1,134	338,500 80	1,772 43	9,004 04

* Not reported. *** Destroyed by fire.

Summary of Facts Contained in Tables A and B

I. Public Libraries—Free

The following statistics have been compiled from the annual reports for the year ending 31st December, 1913. (For details see Table A.)

1. Free Libraries With and Without Reading Rooms.

Free Libraries, *with* reading rooms	114
Free Libraries, *without* reading rooms	27
Total	141

2. Free Libraries—Receipts and Balances on Hand.

The total receipts of 141 Free Libraries	$499,031.55
Balances on hand	85,269.61

3. Free Libraries—Expenditure

The total expenditure 141 Free Libraries	$413,761.94

4. Free Libraries—Assets and Liabilities

*Assets 141 Free Libraries	$2,106,875.15
Liabilities 141 Free Libraries	274,382.70

5. Number of Readers in Free Libraries.

Free Libraries reported a total of 170,064 readers.

6. No. of Volumes in Free Libraries and No. of Volumes Issued

Number of volumes in 141 Free Libraries	1,080,124
Number of volumes issued in 141 Free Libraries	3,234,397

7. Reading Rooms in Free Libraries

114 Free Libraries reported having reading rooms.
118 Free Libraries subscribed for 4,706 newspapers and periodicals.

II. Public Libraries—Association

The following statistics have been compiled from the annual reports for the year ending 31st December, 1913. (For details see Table B.)

1. Association Libraries *With* and *Without* Reading Rooms Reporting.

Libraries with reading rooms	61
Libraries without reading rooms	153
Total	214

2. Association Libraries—Receipts and Balances on Hand.

The total receipts of 214 Libraries were	$46,763.79
Balances on hand	$9,769.95

*Exclusive of Toronto and its branches; Annual Reports incomplete.

3. Association Libraries—Expenditure

The total expenditure of 214 Association Libraries was $36,993.84

4. Association Libraries—Assets and Liabilities

Assets of 214 Libraries $338,500.80
Liabilities of 214 Libraries 1,772.43

5. Number of Members of Association Libraries

214 Libraries have 19,950 members.

6. No. of Volumes in Association Libraries and No. of Volumes Issued

Number of Volumes in 214 Libraries 436,947
Number of Volumes issued in 214 Libraries 531,300

7. Reading Rooms in Association Libraries

61 Libraries reported having reading rooms.
18 Libraries reported having periodicals for circulation but no reading room.
79 Libraries subscribed for 1,134 newspapers and periodicals.

TABLE C

Includes every Public Library, Free and Association in the several Counties in the Province on the 31st December, 1914, Alphabetically arranged:—

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Algoma	Marksville.	Bruce	Tara.
"	Sault Ste. Marie.	"	Tiverton.
Brant	Brantford.	"	Underwood.
"	Glenmorris.	"	Walkerton.
"	Paris.	"	Wiarton.
"	Scotland.	Carleton	Carp.
"	St. George.	"	Kars.
Bruce	Cargill.	"	Manotick.
"	Chesley.	"	Metcalfe.
"	Elmwood.	"	North Gower.
"	Glammis.	"	Ottawa.
"	Hepworth.	"	Richmond.
"	Kincardine.	Dufferin	Grand Valley.
"	Lucknow.	"	Honeywood.
"	Mildmay.	"	Mono Centre.
"	Parkhead.	"	Orangeville.
"	Paisley.	"	Shelburne.
"	Pinkerton.	Dundas	Chesterville.
"	Port Elgin.	"	Iroquois.
"	Ripley.	"	Matilda (Brinston P.O.)
"	Riversdale.	"	Morrisburg.
"	Southampton.	"	South Mountain.
"	Teeswater.	"	Winchester.

Those Libraries marked with a Star * are either New or Reorganized.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
"	Solina.
Elgin	Aylmer.
"	Bayham.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Springfield.
"	West Lorne.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Walkerville.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Sydenham.
Glengarry	Apple Hill.
"	Dunvegan.
"	Lancaster.
"	Martintown.
"	Maxville.
"	Williamstown.
Grenville	Cardinal.
"	Kemptville.
"	Merrickville.
"	Prescott.
Grey	Badjeros.
"	Chatsworth.
"	Clarksburg.
"	Durham.
"	Dundalk.
"	Flesherton.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Owen Sound.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Canfield.
"	Cayuga.
"	Cheapside.
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria (Caledonia).
Halton	Acton.
"	Burlington.
Halton	Georgetown.
"	Milton.
"	Oakville.
Hastings	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Stirling.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Fordwich.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Kirkton.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kenora	Dryden.
"	Kenora.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
"	Duart.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
Lambton	Arkona.
"	Brigden.
"	Camlachie.
"	Copleston. **
"	Forest.
"	Inwood.
"	Mandamin.
"	Point Edward.
"	Sarnia.
"	Shetland.
"	Thedford.
"	Watford.
Lanark	Almonte.
"	Carleton Place.
"	Dalhousie (McDonald's Corners P.O.)
"	Lanark.
"	Pakenham.
"	Perth.
"	Smith's Falls.
Leeds	Athens.
"	Brockville.

** Took over Books of late Bunyan Library.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Leeds	Delta.	Ontario	Oshawa.
"	Gananoque.	"	Pickering.
"	Lyn.	"	Port Perry.
"	Mallorytown.	"	Sunderland.
"	Newboro.	"	Uxbridge.
Lennox & Adding'n.	Bath.	"	Whitby.
" "	Napanee.	"	Zephyr.
" "	Newburgh.	Oxford	Beachville.
" "	Odessa.	"	Brownsville.
" "	Strathcona (formerly Napanee Mills.)	"	Burgessville.
		"	Drumbo.
Lincoln	Beamsville.	"	Embro.
"	Merritton.	"	Harrington.
"	Grimsby.	"	Ingersoll.
"	Niagara.	"	Kintore.
"	Smithville.	"	Plattsville.
"	St. Catharines.	"	Norwich.
Manitoulin	Gore Bay.	"	Otterville.
Middlesex	Ailsa Craig.	"	Princeton.
"	Beechwood P.L., Tp. E. Williams.	"	Tavistock.
		"	Tillsonburg.
"	Belmont.	"	Thamesford.
"	Coldstream.	"	Woodstock.
"	Dorchester.	Parry Sound	Burk's Falls.
"	Glanworth.	"	Depot Harbour.
"	Glencoe.	"	Emo.
"	Harrietsville.	"	Emsdale.
"	Komoka.	"	Parry Sound.
"	London.	"	Powassan.
"	Melbourne.	"	South River.
"	Mt. Brydges.	"	Sundridge.
"	Napier.	"	Trout Creek.
"	Newbury.	Peel	Alton.
"	Parkhill.	"	Belfountain.
"	Strathroy.	"	Bolton.
"	Thorndale.	"	Brampton.
"	Wardsville.	"	Caledon.
Muskoka	Bracebridge.	"	Claude.
"	Baysville.	"	Mono Road.
"	Gravenhurst.	"	Mono Mills.
"	Huntsville.	"	Port Credit.
"	Port Carling.	"	Streetsville.
Nipissing	Elk Lake.	Perth	Atwood.
"	Hillview.	"	Fullarton.
"	New Liskeard.	"	Listowel.
"	North Bay.	"	Milverton.
Norfolk	Delhi.	"	Monkton.
"	Port Dover.	"	Mitchell.
"	Port Rowan.	"	St. Mary's.
"	Simcoe.	"	Stratford.
"	Waterford.	Peterborough	Hastings.
Northumberland	Brighton.	"	Lakefield.
"	Campbellford.	"	Norwood.
"	Cobourg.	"	Peterborough.
"	Colborne.	Prescott	Vankleek Hill.
"	Gore's Landing.	Prince Edward	Picton.
"	Grafton.	"	Bloomfield.
"	Warkworth.	Rainy River	Fort Frances.
Ontario	Beaverton.	"	Rainy River.
"	Brooklin.	Renfrew	Admaston.
"	Cannington.	"	Arnprior.
"	Claremont.	"	Forester's Falls.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Concluded

Counties and Districts	Cities, Towns and Villages
Renfrew	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
Stormont	Cornwall.
"	Newington.
Simcoe	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Creemore.
"	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene
"	Stayner.
"	Tottenham.
Sudbury	Copper Cliff.
"	Sudbury.
"	Victoria Mines.
Thunder Bay	Fort William.
" "	Port Arthur.
" "	Schreiber.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Norland.
"	Oakwood.
"	Omemee.
"	Victoria Road.
"	Woodville.
Waterloo	Ayr.
"	Berlin.
"	Elmira.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	Linwood.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
Welland	Port Colborne.
"	Ridgeway.
"	Stevensville.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Glen Allan.
"	Guelph.
"	Harriston.
"	Morriston.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Dundas.
"	Hamilton.
"	Millgrove.
"	Saltfleet (Stony Creek
"	Waterdown. (P.O.)
York	Aurora.
"	Don.
"	Highland Creek.
"	Islington.
"	Mount Albert.
"	Newmarket.
"	Queensville.
"	Richmond Hill.
"	Runnymede.
"	Scarboro'.
"	Stouffville.
"	Sutton, W.
"	Toronto.
"	Unionville.
"	Weston.
"	Woodbridge.

The above list may be classified as follows:—

Free Libraries reporting	141
Association Libraries reporting	214
Libraries, Free and Association, not reporting	17
Public Libraries established or reorganized since January 1st, 1914	17
Total	389

ASSOCIATION LIBRARIES WITH LESS THAN FIFTY ADULT MEMBERS

Of the seventeen Association Libraries (see page 745, Inspector's Report, 1913) which in 1913 reported having less than fifty adult members—the minimum number required by the Act upon which to qualify for a share in the annual legislative grant—the following have now raised their membership to the requisite strength: Duart, 57 members; Millgrove, 59 members; Pakenham, 60 members; Coniston (formerly Victoria Mines), 58 members; Victoria Road, 70 members.

Up to March 1st, 1915, the following had not reported for 1914: Badjeros, Belfountain, Belmont, Carp, Dundalk, Dunvegan, Lake Charles, Trout Creek.

Bayham, which was only reorganized in 1913, previous to which it had but ten members, now has only *two*. Every possible contingency was clearly pointed out by the Inspector previous to Bayham's reorganization. It is well to emphasize in this sample instance the unwisdom of really lethargic communities, with periodic fits of enthusiasm, reorganizing *closed libraries* without a thorough consideration of what confronts them. In the case of Singhampton, while it had forty-five members in 1913, it dwindled to fifteen in 1914. White Lake reports forty members as against thirty in 1913. Marksville insists on entering up the number of its *borrowers*, 48, instead of reporting *the number of its Members*. Notwithstanding constant correction and instructions printed, written, and verbal, there are still some *Association* libraries who still insist on giving the number of "*Borrowers*" instead of *Members*.

NOTE.—In respect to Belmont, the report will follow. It sent in a splendid interim report.

TRAVELLING LIBRARIES

Owing to the fact of being short one member of the staff for several months, and for other reasons already given, the record circulation of Travelling Libraries that I had looked forward to reporting did not materialize. If it were possible to have one man engaged exclusively in the preparing and circulating of these Libraries—under the supervision of the Inspector—the circulation could be more than doubled. Even the unsolicited applications received cannot be disposed of. Two years since we stood within three or four from the maximum that had been obtained by any State in the United States, and I had hoped that by now we would have been next to the leading State, Wisconsin, in our Travelling Library record. Scores of letters are on file expressing gratitude and appreciation for the books sent. These come from every quarter of the Province and from all sorts and conditions of men and women, and with them appeals for other libraries that cannot be considered. The Travelling Library system in some instances is of even greater importance than the Public Library system, for many communities are supplied with reading matter by this means where the establishment of a public library is impossible. Struggling libraries, isolated communities, Women's Institutes, Study Clubs, and in many cases individual students have been greatly benefited and instructed by these winged encyclopædias of knowledge and entertainment.

During the year, however, a total of 153 libraries were loaned to Public Libraries, Women's Institutes, Communities, Farmers' Clubs, Study Clubs, and War Libraries. In addition to these, donations of shelf-worn books were made in four instances. The applications of nine Study Clubs have yet to be complied with. From Fort William, Miss M. J. L. Black, the energetic librarian at that place, circulated twelve among the scattered settlements in the old Thunder Bay region. At the beginning of the year, at the request of the Minister of Education, selections were made of books dealing with the European war. While only two of these dealt with the subject, partly from a German standpoint, the collection naturally consisted of books written from a British point of view, but all based upon official evidence of the circumstances which forced Britain into taking an active part against unprovoked German aggression. Each case contained thirty-two books. Letters of grateful thanks have been received from the recipients. Many applications for technical libraries have yet to be filled when the necessary time can be stolen for the purpose.

During the last four years nearly 800 Travelling Libraries have been placed in circulation, and Prison Farms and Government Detention Camps are now sharing in the privilege.

Donations Received

Dr. J. M. Harper, of Quebec, gave two hundred copies for Travelling Library circulation of his pamphlet entitled "A War Note or Two as a Guide to Good Will in the Empire." This contained some most acceptable verses and stanzas bearing upon the great European war.

PUBLIC LIBRARIES CLASSIFIED AND CATALOGUED

Miss Spereman, the Departmental Classifier and Cataloguer, during the calendar year 1914 installed the Dewey decimal system of classifying and the card cabinet method of cataloguing in twelve (12) Public Libraries. In some of these the modified Newark charging system was also introduced. Aurora, 3,500 volumes; Beeton, 2,400 volumes; Deseronto, 6,600 volumes; Georgetown, 3,440 volumes; Grimsby, 5,000 volumes; Harriston, 3,081 volumes; Melbourne, 1,250 volumes; Mount Forest, 4,100 volumes; Newbury, 982 volumes; Wardsville, 1,778 volumes; Whitby, 4,015 volumes, and Victoria Harbor, 1,200 volumes, making a total of 38,304 volumes. The books of several other libraries on the waiting list would have been classified had it not been that owing to the vacant position in the Inspector's office previously occupied by Mr. W. T. Sinclair not having been filled, the temporary illness of Messrs. Herbert and Smith, and the rapid increase of work, Miss Spereman's services had to be utilized to assist in connection with the Travelling Libraries and clerical work in the Inspector's office. From May 18th to July 4th Miss Spereman was also in attendance at the Summer Library School as one of the staff of instructors, and in preliminary and subsequent work connected therewith. In addition to these services Miss Spereman was also present at the following Library Institutes, at which she gave Instruction Hours on the "Preparation of Books for Circulation" and on "Binding and Repairing." Brantford, Chatham, Georgian, Lindsay, Belleville, Niagara, York, Guelph, London, Stratford, Eastern, Orangeville. She was always busy, and frequently overworked. This feature of official Classifying as provided for by the Minister cannot be too highly commended. The services of the Cataloguer are in constant demand. Library Boards are at last realizing the value of a uniform system, and those formerly opposed are now the warmest supporters. There are over 30 libraries on the waiting list.

On pages 743 and 744 of the Inspector's Report for 1913 is given a complete alphabetical list of *all* libraries classified and catalogued by the Department since January 1st, 1908, up to December 31st, 1913. A total, including those named above, of 83 libraries, comprising 436,190 books. In several libraries the modified Newark System of Charging was introduced, and though the Government can contribute nothing toward the cost, it being connected with the circulation of books for which every library has to provide at its own expense, the Official Cataloguer will always spare an hour or two to instruct the librarian.

LIBRARY INSTITUTES AND THE SUBJECTS DISCUSSED

It is most regrettable that the space this year allotted to me allows neither room for extracts nor even for bare reference to the many practical addresses delivered by delegates and others at the fifteen Institutes held during the year.

During no past year has there been so great an interest manifested in the Library Institutes as that displayed in 1914.

While the individual attendance in a few instances was disappointing, the general attendance left nothing to be desired. The past year indeed put the seal of practical approval upon the extension of this most important feature of library work and demonstrated in a very practical way united recognition by library workers of the Province of the liberal appropriation provided by the Minister and his live sympathy which has made this really outstanding feature of progressive library movement possible. The personnel of the delegates and the quality of the addresses and papers by prominent library workers were remarkable. The influence

extended by the appearance of new faces, recently appointed librarians and trustees, the standard of both of which in regard to library knowledge and business capacity indicated the advent of a change from the old order of things all along the line, presaged the fulfilment of those practical ideals all of us have been working for. It is a distinct drawback, however, that there is no provision for printing any of the many clever and instructive papers given. I am constrained to believe the time is approaching when arrangements could be carried out for the publishing of some periodical, say a quarterly, in the interests of library work in the Dominion, in which should be reproduced some of the most valuable papers and addresses from time to time listened to at these Institutes.

I had hoped to have inserted in this report the well-considered paper read by Mr. Norman Gurd of Sarnia at the Eastern (Ottawa) Institute upon the vital topic of "The Public Library in Every Municipality." Space is not available. I can give but a brief synopsis. It dealt specifically with the "County System" and "Township Libraries," both of which subjects are compelling the closest consideration.

I append a rough synopsis of Mr. Gurd's paper:—

The Public Library in Every Municipality

"While provision has been made by the Public Libraries Act for submission of a by-law for establishing a Free Library in a city, town, incorporated or police village, no such privilege has been extended to townships or counties. The former, in constantly increasing numbers, have become *Free*, insuring: (*a*) A definite fixed income, (*b*) Stability in membership, organization and administration, and (*c*) Most important of all they become public libraries in fact, serving the whole community without charge to the individual. The history of Association Libraries would show that the system on which these libraries have been established is radically wrong. Many Association Libraries have passed out of existence. Large sums in the aggregate by way of Government grant and membership fees have been expended only to be lost when these libraries cease to exist. Through the Library Institutes qualified workers have given their experience and pointed out the defects of the present system. The Legal Committee of the Ontario Library Association, passing upon these resolutions, declared that 'The extension of the Free Public Library system to rural communities is the most vital question confronting Ontario library workers to-day.' In 1913 Guelph, York, Lindsay, Eastern, Chatham, Niagara, and Belleville Institutes re-affirmed resolutions asking for extension of Free Library privileges to rural communities, but no special method was proposed.

"From the position taken by the Government Inspectors, the O. L. A., the Library Institutes and prominent library workers, we submit it as proven that Association Libraries as constituted under Part II of the Act have outlived their usefulness and should be replaced by a uniform Free Library system. If we believe that the Free Public Library is an integral part of the educational system, and can demonstrate that it is, there should be little difficulty in carrying out this reform. Any community which can support a Public School can also support a Free Public Library. Strong opposition at first existed to the Free Public Schools, but the schools have justified themselves. The very difficult question of administration of the Rural Free Library confronts us, namely, the problem presented by the rural municipality as a library unit. The territory to be covered is large, the population less dense than in urban centres. Residents in rural municipalities must join the nearest Association or Free Library, but where there is no library they are debarred from access to good books. The Education Department sends Travelling Libraries to rural communities upon application, but local organization is a pre-requisite. In the United States certain urban Library Boards have extended their work to rural communities. Portland, Oregon, and Cincinnati, Ohio, have created country branches. Not a rural library system. Rather an extension of the city system to the country. It is sporadic, arises by agreement and is not necessarily permanent. Few Ontario libraries have sufficient resources to carry on such work. Ohio has a county system founded by a generous benefactor supported by a county tax. Rural libraries or stations are given Travelling Libraries. In charge of a Country Librarian the system is reported to be successful. In Wisconsin in 1901 any Board of County Supervisors may appoint a County Library Board of five members, and may appropriate $500 for the establishment of the county system, and $200 per annum for

maintenance. This legislation is permissive only. Under this system the Supervisors may even refuse to provide funds for maintenance. Altogether too unstable a foundation. Wisconsin, however, is satisfied. California has a library system administered by the Supervisors of each county, under a County Librarian who is empowered to select books, appoint librarians, and open new libraries. A newspaper notice is sufficient to establish the system in any county, town, and village operating under the county system. A county library can contract with a city library for the extension of library privileges to the whole county. Under our municipal system County Councils do not collect taxes. They have no power of direct taxation. The counties in the United States occupy almost the same municipal position as our townships, and levy taxes for objects within their administration. The application of the United States county system to Ontario should logically make the township the unit; this was the recommendation of the Legal Committee of the Ontario Library Association in their report for 1914.

"Is it not imperative," asked Mr. Gurd, "that we should have a strong central authority, a trained librarian for the county or township operating from a central library that the literature supplied should be well chosen and to insure economy in administration. On the other hand there is the danger that local interest may fail when the rural library is made a mere sub-station of a large central library presided over by a county librarian, who may, in many cases, act arbitrarily. We must not forget the tremendous impetus given to library work in Ontario during the past ten years by the unselfish and public spirited service of the workers in the small libraries. Would it prove practicable to create under proper amendments to the Public Library Act, a free public library in each school section, the library rate to be raised in the same manner as the school rate—the teacher, usually the best educated person in a rural community, acting as librarian for an additional remuneration. Here we would be availing ourselves of machinery already in existence. The School Board constituting the Library Board, the school-house the library building, which by law must be as nearly as possible in the centre of the section. The Education Act now provides that each school must have a library even when there is a Public Library next door. Why not concentrate the 'book power' of the community in *one* library. The urban library is sending books to the schools—let the rural library go one step farther and go itself to the school. That the library would be of immense educational value to the school children I imagine everyone would concede. It is objected that adult readers would to a large extent be deprived of the use of the library. Is this true? Nearly every family in the school section would include a child of school age going each day to school, and thus an easy and regular method would be afforded for the borrowing and return of books. This, of course, implies a catalogue in every house from which the adult members could choose books. On certain days the building might be kept open for an hour or so after school. Under present conditions the average rural library is open only for a couple of hours twice or thrice a week. It is said the system above outlined was tried years ago in Ontario and was not a success . . . but much water has run under the bridges since then. At that time the whole library system of Ontario was an utter failure. It is only in recent years that the Public Library has justified its existence. The urban libraries in Ontario to-day are eminently successful, just because librarians and trustees have thought out and worked out success. A definite, logical scheme must be worked out. They little understand the situation who advocate compulsory legislation, forcing the appropriation of moneys by townships or counties for the support of rural libraries. The knot must be patiently untied, not cut with an axe. We have received the greatest consideration from the Government of Ontario. They are doing more for library work and library workers than any State in the Union, and this is admitted by library experts in the United States. The Education Department have treated the Ontario Library Association with the greatest consideration, and have acted upon representations made by the Executive, principally, I believe, because the Executive have had a carefully thought out and workable programme to submit to the Government . . . and we have thus retained the confidence of the administration. We must see to it that that confidence be not abused. Any scheme submitted for the betterment of the rural library must be submitted to the Library Institutes and the O. L. A. and then fully discussed and criticized. This will require time and earnest thought, but it will result in a thoroughly practical system of rural library administration. It is not the intention to make the rural library a branch or sub-station of the urban library, but to assist in its development as an independent rural library. The two separate libraries will act and react upon each other. Each will be benefited. The writer has no solution of the questions involved. What he offers is merely by way of suggestion. We should not commit ourselves to any scheme at the present time. We must first thoroughly understand the problem of the rural library, even if it takes time to do so, then we can act. 'He that believeth shall not make haste.'"

THE PUBLIC LIBRARIES ACT

Section 15, Part I, of the Public Libraries Act of 1909 reads as follows:—

> 15. The teachers' institute of any inspectorate in which a public library is situate may place the books held by such institute in the custody of the board, and on so doing *shall be entitled to appoint one member of the board;* and in such cases every member of such teachers' institute shall be entitled to use the public library on the same terms as residents of the municipality in which the library is situate. R.S.O., 1897, c. 232, s. 20.

The Secretary of a Free Public Library—from whom I had received no official communication upon the subject—appealed direct to the Deputy Minister for an interpretation of the words in the fourth line of the above section, which I have italicized. There could, of course, be but one answer. That when the requirements are complied with, and the books held by any Teachers' Institute were handed over to the Free Library Board, the Institute would be entitled to appoint one member of that Board. Two features of this somewhat arbitrary section so far-reaching in application give cause for serious reflection.

The following considerations naturally arise.

(1) It would seem that if the Teachers' Institute had only ten books it could demand representation.

(2) Does the privilege conferred by this donation of ten books imply that that Institute can appoint one member of the nine constituting the Board of Management already provided under the Act, and if so under what particular head or class, or does it mean an additional tenth member?

(3) Last, but not least, the privilege is extended to every member of such Teachers' Institute to "use the library on the same terms as residents of the municipality in which the library is situated."

This, in effect, means that those members of the Institute making the demand would have membership privileges equal to those enjoyed by residents, without payment; indeed superior rights, because they would not have to contribute by tax towards the support of the library. It further means class distinction by permitting persons who contribute nothing towards the maintenance of the library to have a voice in its management. Should not Teachers' Institutes have only the same and similar privileges as are extended in the case of Farmers' Institutes and Women's Institutes who can only affiliate with a Public Library on "terms to be agreed upon with the Library Board"?

The Power to Borrow Money by Free Libraries to Meet Pressing Needs, in Advance of Delayed Payment by the Municipality of the Annual One-half or Three-quarters of a Mill on the Dollar

Another feature calling for legislative action is the frequent delay and sometimes intentional withholding by the municipality of payment of the Public Library rate. (Section 12, subsections 1 and 3.) Legitimate but sometimes ingenious excuses are advanced by town and other councils for not promptly paying the proceeds of this tax to a Library Board. In the cases of taxes not legally payable until autumn, or in the intentional withholding of payment by council at its "own sweet will," it not being subject to compulsion, much embarrassment has been caused Library Boards. Salaries have remained unpaid for months and other pressing and important obligations, greatly impairing both the efficiency and prestige of the library. Some Municipal Treasurers insist that the municipality is not compelled to pay out money until actually collected, hence nonpayment of taxes might reduce the annual municipal grant due to any Free Library. This does not, of course, apply to the Legislative grants, which are based upon a library's expenditures on its books and periodicals, etc. It would seem that some amendment might well be made to the Act providing for an advance payment by the municipality to the library on the security of unpaid but collectable taxes, or statutory permission granted to libraries to borrow money from the bank for such purpose, conditional upon the circumstances and subject to Departmental concurrence.

This question has greatly concerned Mr. Hill, the Public Librarian at Edmonton, the Public Libraries Act of which Province is based on that of ours, and amendments to which are about to be submitted to the Alberta Legislature with a view of meeting just such conditions referred to and providing the necessary relief.

BRANCH LIBRARIES

The Toronto Public Library recently opened its fourteenth and fifteenth branches at the corners of Queen Street and Hambly Avenue—the Beaches Branch—and the Eastern, corner of Gerrard East and Main. Hundreds of residents registered on opening day. There being an unexpended residue of the Legislative appropriation after paying all grants to Public Libraries under the provisions of the Act, grants were paid the following branch libraries in Toronto:—

1. Reference, corner St. George and College.
2. Church Street, corner of Adelaide.
3. Yorkville, Yorkville Ave., near Yonge.
4. Queen, corner Lisgar and Queen West.
5. College, corner College and St. George.
6. Riverdale, corner Broadview and Gerrard.
7. Western, Annette St., facing Medland.
8. Deer Park, cor. Yonge and St. Clair.
9. Wychwood, Hillcrest Public School.
10. Municipal Reference, City Hall, Floor 2.
11. Northern, 2239 North Yonge Street.
12. Dovercourt, cor. Bloor and Gladstone.
13. Earlscourt, Boone Avenue.
14. Beaches, Queen East and Hambly.
15. Eastern, Gerrard East and Main.

A grant was also paid to the West End Branch Library in Ottawa.

NOTE.—The Inspector is in receipt of a letter from the Secretary of the Board of the Toronto Public Library thanking him "for the active interest he has taken in securing recognition in the way of a money grant for the branches of the Toronto Library."

ONTARIO LIBRARY ASSOCIATION

The Fourteenth Annual Meeting of the Ontario Library Association was held at the Public Library, Toronto, April 13th and 14th, 1914, under the Presidency of Mr. W. F. Moore, of the Public Library, Dundas. Many of the leading library men and women of the province were present. The chief topic was "The Library Situation in Ontario and its Possibilities," from which pivotal text all the addresses radiated. As the Department yearly publishes and circulates at Government expense a voluminous report of these Easter proceedings, which is mailed to every library in this land, and hundreds elsewhere, perusal is strongly urged, indeed it becomes the duty of every library worker in Ontario to master its most valuable contents.

The principal outside speaker was Mr. Mathew S. Dudgeon of Madison, Secretary of the Wisconsin Free Library Commission. Mr. Dudgeon represented 700 communities, and circulates 40,000 volumes. His masterly address was upon "The Universality of Library Service."

LIBRARY WORK IN ONTARIO AS VIEWED BY THE PRESIDENT OF THE UNITED STATES

While on his annual outing at his summer home in Muskoka a well-known Chairman of a Free Public Library which has recently erected a new building through a Carnegie gift casually met—two years in succession—a highly intelligent and courteous gentleman from the United States, with whom an informing conversation ensued, covering many phases of national life, science, up-lift of humanity, and naturally books. When these two met accidentally the ensuing summer at the same dock, the dropped threads of the previous year's talk were again taken up with much mutual pleasure. This well-informed gentleman referred to the wonderful progress that the Province of Ontario had made in respect of library development. He stated that his own country had a splendid example to follow in the case of Ontario and the liberal treatment accorded to the Public Libraries by the Provincial Government and the efforts of the Department under whose authority the work was administered. He said so many encouraging things, and appeared so deeply interested, that names were exchanged when parting. The personality of the gentleman from the United States who appeared to have such an intimate knowledge and appreciation of the library system as conducted in Ontario was then revealed. It was no less a distinguished citizen than President Woodrow Wilson.

LIBRARY WORKERS ENGAGED IN ACTIVE MILITARY SERVICE

In response to a circular addressed to the chairman of every library in the Province asking for the names of any trustees or officers of the library who had either enlisted or engaged in active service under the British flag in any capacity connected with the great European war, only 161 libraries responding *out of* 389 *libraries* addressed. The replies show that forty library officers or trustees, men or women, identified with twenty-seven libraries, have now joined the colours in some capacity. In recognition of such practical loyalty appended is a list of those who are entitled to a place on this Library Honour Roll.

Library	Name of Person	Military Rank	Regiment or Contingent
Admaston	Hall, George	Not given	2nd Contingent.
Belwood	McDonald, W. J.	Staff Sergt.	2nd Contingent.
Bowmanville	McLaughlin, Arthur E.	Major	9th Mtd. Rifles.
"	Meath, Clarence W.	Staff Sergt.	36th Regiment.
"	Cousins, Raymond	Private	46th Regiment.
"	Beith, Alexander	Private	46th Regiment.
Cambray	Kinghorn, John	Not given	45th Regiment.
Deseronto	Rathbun, Walter E.	Lt.-Col.	G.O.C., 6th Brigade.
Embro	Adams, Henry	Captain	Edmonton Brigade.
"	Creighton, Fred	Lieut.	Mounted Battery.
"	Ross, Robert B.	Captain	Corps of Guides.
"	Ross, James G.	Not given	5th Royal Highlanders.
"	Ross, John M.	Major	Seaforth Highlanders.
Fort Frances	Pratt-Pierce, H. A.	Lieut.	98th Regiment.
Gore's Landing	Waldon, Norman	Not given	40th Northumberland Regt.
Grafton	Taylor, Gordon R.	Lieut.	33rd Battalion.
Iroquois	Caldwell, Robt. A.	Private	2nd Batt., 1st Contg.
Kenora	Bevan, Arthur C.	Not given	Princess Patricia.
Lakefield	Ben-Oliel, H. A.	Prov. Lieut.	Not given.
Meaford	Pembroke, H. E.	Captain	1st Batt., 1st Contg.
Monkton	McKenzie, K. S.	Lieut.	2nd Contingent.
New Dundee	Hanley, George	Not given	3rd Contingent.
"	Durger, Edward	Not given	3rd Contingent.
"	Nathan, G.	Not given	3rd Contingent.
Newmarket	Allan, J. A. M.	Not given	2nd Contingent.
Norwood	Squire, L. G.	Nursing Sister	London, Eng.
"	Wilkins, H. O. D.	Lieut.	2nd Batt., Bedfordshire.
Port Arthur	Dawson, H. B.	Adjutant	96th Regiment.
"	Vincent, Charles J.	Not given	96th Regiment.
Peterborough	Hazen, Richie	Captain	Corps of Engineers.
Pembroke	Irving, ———	Lt.-Col.	42nd Lanark.
Powassan	Smith, Jean Cameron	Nursing Sister	A.M.C., London.
Port Credit	Duncan, George Gordon	Lieut.	10th Battalion.
Smithville	Cartwright, J. W.	Not given	A.M.C., 1st Contg.
"	Jacobs, Miss Alice	Nurse	2nd Contingent.
Thorold	Munro, D. J. C.	Major	44th Regiment.
Thamesford	McDonald, Dr. I. H.	Chaplain	3rd Contingent.
Thedford	Moreton, Clifford	Not given	Artillery at Guelph.
Williamstown	Cameron, H. A.	Major	59th Battalion.
"	MacLennan, J. A. B.	Captain	Not given.

NOTE.—This list does not, of course, include the many hundred persons identified with libraries, actively engaged in many branches of patriotic work, or those who have joined the Home Guards.

HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The work of these various Associations is gradually extending and growing in interest and worth. The reports of some of the Historical Societies are of a deeply interesting nature, containing as they do, papers and addresses upon subjects dealing with local history, and containing facts which, were it not for this movement, would have been completely lost sight of.

The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1914.

Name of Institution	Grant Paid
	$ c.
Brant Historical Society	100 00
Elgin Historical and Scientific Association	100 00
Essex Historical Society	100 00
Huron Institute	100 00
Kent Historical Society	100 00
Kingston Historical Society	100 00
L'Alliance Francaise, Ottawa	300 00
Lennox and Addington Historical Society	100 00
Lundy's Lane Historical Society	200 00
London and Middlesex Historical Society	100 00
Niagara Historical Society	200 00
Ontario Historical Society	800 00
Simcoe County Pioneer and Historical Society	100 00
Thunder Bay Historical Society, Fort William	100 00
Wentworth Historical Society	100 00
Women's Canadian Historical Society of Ottawa	200 00
Women's Canadian Historical Society of Toronto	100 00
Women's Wentworth Historical Society	300 00
Hamilton Scientific Association	400 00
Canadian Institute	1,500 00
Club Litteraire Canadien Francais, Ottawa	200 00
L'Institut Canadien Francais d'Ottawa	200 00
Ottawa Field Naturalists' Club	200 00
Royal Astronomical Society, Toronto	600 00
Society of Chemical Industry	200 00
Ontario Library Association	400 00
Reading Camp Association	2,000 00
St. Patrick's Literary Association of Ottawa	200 00
Canadian Free Library for the Blind	500 00
Waterloo Historical Society	100 00

LIBRARY NOTES

NEWBORO.—Organized 1913. Still awaiting the declaration properly registered and complete. No answer to letter December 19th, 1914. Women's Institute undertook to reorganize without ascertaining proper procedure.

ST. CATHARINES forfeited claim for its annual grant for 1914 owing to the fact that the Secretary of the Library omitted to make the annual return as called for by statute. The neglect of the official responsible for the rendering of these returns had a year ago almost resulted in the forfeiture of the annual grant for 1913 also. Great difficulty has been experienced in obtaining information in respect to this library. Two or three inspections proved that the active administration of the inside affairs of the library had been sadly neglected, and no active steps taken to meet the requirements officially pointed out by the Inspector. Under the new conditions the library should soon take its proper place in the list of libraries of this province, which its splendid building, beautiful grounds, and fine collection of books entitle it to.

ESSEX.—No plans of this new Public Library, which according to newspaper reports has been erected, have been received by this office. Neither has any permission been asked for or extended for the transfer of the books from one building to another by the Board of Management of this Library. The Secretary was again written to on December 30th, 1914, drawing his attention to the fact that to this important letter no reply has been received.

STORY HOUR

The Story Hour is at last coming to its own. In many parts of the Province libraries are now arranging for a Story Hour for the children on certain days, and these are becoming more and more popular and of great educational service to Juveniles. To the action of this Department in the first place in this new field of library endeavour as introduced by the Official Cataloguer, and adopted by all progressive libraries, the success of this admirable innovation in Ontario is largely due.

SUMMER LIBRARY SCHOOL FOR LIBRARIANS

The Fourth Session of the Summer Library School, which has now become an annual institution—being duly authorized by the Minister—opened on May 25th and closed June 20th, 1914. By courtesy of the Governors of the University of Toronto the Women's Reading Room in the Library Building was again made available. The Session occupied four weeks. Miss B. Mabel Dunham, B.A., Chief Librarian of Berlin, was in charge. The staff was as follows:—

Instructors:—

Miss B. M. Dunham, B.A., Chief Librarian, Berlin, Instructor in Charge; Miss Patricia Spereman, Classifier and Cataloguer, Department of Education, as Assistant and the regular staff of Lecturers.

Out of 53 applicants, two of whom were from the United States, 48 registered and 30 completed the course in the order as appended below:—

First Grade

1. Miss A. L. Shaw.
2. Miss O. M. Delahaye.
3. Miss A. Gwyn.
4. Miss M. I. Taylor.
5. Miss K. Broucher.
6. Miss M. Hughes.
7. Miss N. Kortright.

Second Grade

1.	8.	Miss M. Carter.
2.	9.	Miss E. B. Roos.
3.	10.	Miss E. Murray.
4.	11.	Miss H. Swift.
5.	12.	Miss M. Dalton.
6.	13.	Miss F. Mitchell.
7.	14.	Miss E. Irvine.
8.	15.	Miss E. Wright.
9.	16.	Miss G. Todd.
10.	17.	Miss L. Guthrie.
11.	18.	Miss F. Beatty.
12.	19.	Miss H. Haley.
13.	20.	Miss D. Adamson.

Third Grade

1.	21.	Miss E. Fletcher.
2.	22.	Mr. Reeve-Newson.
3.	23.	Miss G. Carter.
4.	24.	Miss M. Clark.
5.	25.	Miss A. Smart.
6.	26.	Miss M. Hicks.
7.	27.	Miss P. Worth.
8.	28.	Miss A. Lawrence.
9.	29.	Miss M. Hyatt.
10.	30.	Miss F. O'Connor.

Occasional Students

Miss Olive Bright, Miss Estelle Carlin, Miss Florence Lea, Mrs. Sarah Harrison, Miss Agnes Sosnowsky.

CARNEGIE GIFTS

Lengthy correspondence *re* the gifts by the Carnegie Corporation to Public Library Boards in this province for erecting new library buildings, passed between the Inspector and Mr. James Bertram, the Secretary of the Carnegie Corporation. An understanding was reached by which the Corporation would refuse a gift to any Library Board in Ontario unless the library appealing could prove it was in good standing and had complied with statutory and departmental requirements. This was important as several libraries had neglected to report for two years in succession, or otherwise failed to comply with legal obligations, so were no longer on the active list, and had forfeited their claim to a Government grant while having received a Carnegie grant, and had found themselves with a costly building on their hands and no reading matter.

Carnegie Gifts

Paid to the Ten undermentioned Public Libraries in Ontario during the year 1914, *by the Carnegie Corporation.*

List of libraries numbering from one to 106 *inclusive who had already received or been promised gifts, was given on page* 812, *Inspector's Annual Report for* 1913.

107 Barrie	$15,000.00	112 Norwood	$5,000.00
108 Fort Frances	10,000.00	113 Parkhill	8,000.00
109 Glencoe	5,000.00	114 Stirling	5,000.00
110 Mimico	7,500.00	115 Tavistock	7,500.00
111 Norwich	7,000.00	116 Tilbury	5,000.00

Making a total of $75,000 which, in addition to the $1,904,400 pomised or paid to 106 libraries previously, makes a grand total of $1,979,400 donated to 116 Public Library Boards, for the erection of new buildings in Ontario, up to 31st December, 1914. (For previous list see page 812 Inspector's Report, 1913.) To this, however, must again be added the grants given to the following Libraries, supplementary to the original grants previously donated to them, viz.: Berlin $12,900, Guelph $8,000, Hespeler $1,000, Markdale $2,000, and North Bay $1,395, representing a total of benefactions aggregating $2,004,695 given through the Carnegie Corporation up to the close of 1914.

OUTSIDE RECOGNITION

Official tributes have reached this office from the four corners of the earth as to the work we are engaged in, and, notwithstanding the war, from one European Government:

"La Coltura Popolare"
Milano, Li., 19th October, 1914.
Italy.

Amministrazione.

WALTER R. NURSEY, ESQ.,
Inspector of Public Libraries,
Department of Education,
Toronto, Ont.

Dear Sir:—

We are going to publish in our Review "*La Coltura Popolare*," a long report on the work you have been doing for the Public Libraries in Ontario, which shall be sent to you as soon as it will be published. We are going to have the first Italian law relating to public libraries (The Cappelli's Act) which shall just be discussed by our House of Parliament, and we should like to let the Italian people know what you have already done in that way.

Do accept, please, my best salutations again.

Yours truly,

(Signed) M. SANGUINI FABIETTI.

APPENDIX X

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE PRINCIPAL

To the Honourable R. A. Pyne, M.D., LL.D.
Minister of Education for Ontario:

Sir,—I have the honour to transmit herewith the Forty-third Annual Report upon the School for the Blind, Brantford, for the year ended 31st October, 1914.

I have the honour to be,

Sir,

Your obedient servant,

H. F. Gardiner,

Principal.

Brantford, November, 1914.

The Work of the School

In presenting the forty-third annual report of the Ontario School for the Blind, I have to report an increase of four (from 99 to 103) in the average attendance for the session which ended in June, 1914, as compared with the preceding session: also a decrease in the total registration from 109 to 108. The registration of pupils during the twelve months of the official year—from November 1st, 1913, to October 31st, 1914—was 124, the same as in the preceding official year.

In last year's report mention was made of the resignation of Miss Elizabeth Stobie, teacher in the literary department. Miss Dallas Radcliffe, who was chosen to succeed Miss Stobie, began duty on December 31st. Mr. J. M. Maloney, appointed to succeed Mr. John E. Ronan, in the literary department, entered upon the work January 5th, 1914. Miss Mary Stewart, girls' nurse, resigned at the end of the session, and her place was filled by the appointment of Miss Mary Gilbert, whose services began September 22nd.

Our printing office continues to provide books and music in New York point for the use of the pupils. One idea is to supply supplementary reading for the classrooms, the natural tendency being to become so familiar with the contents of the regular Ontario School Readers that the "reading" in class gets to be more like a

recitation, and the voice occasionally is several words ahead of the fingers. Books containing selected poems suitable for recitations have also been printed during the year. The Speech on Confederation delivered by Sir John Macdonald in the House of Assembly at Quebec, in 1865, makes three of our point volumes. It contains in condensed form the reasons why the Provinces now constituting the Dominion of Canada were united. The music library is constantly growing, the plan being to print in raised letter fifty copies of each piece recommended by the music teachers, using the ink-print sheets for copy. Thus many of the most difficult pieces in the curriculum have been printed, and the time which the teachers would otherwise have to spend in dictating to separate pupils is saved.

I note with regret the death of Mrs. Jane Kirk, who was connected with the school as boys' nurse for more than a score of years. She died at the residence of her daughter in Kingston, as the result of paralysis, and was buried April 12th.

Two accidents occurred during the term. On December 5th, Mary Hastings, who had been employed a few days in the laundry, for some unaccountable reason rested her hand on the roller of the mangle. It was so crushed and burned that amputation was necessary. January 10th, a male pupil had his arm broken while wrestling with another pupil. His school work was hardly interrupted, and he is still in attendance.

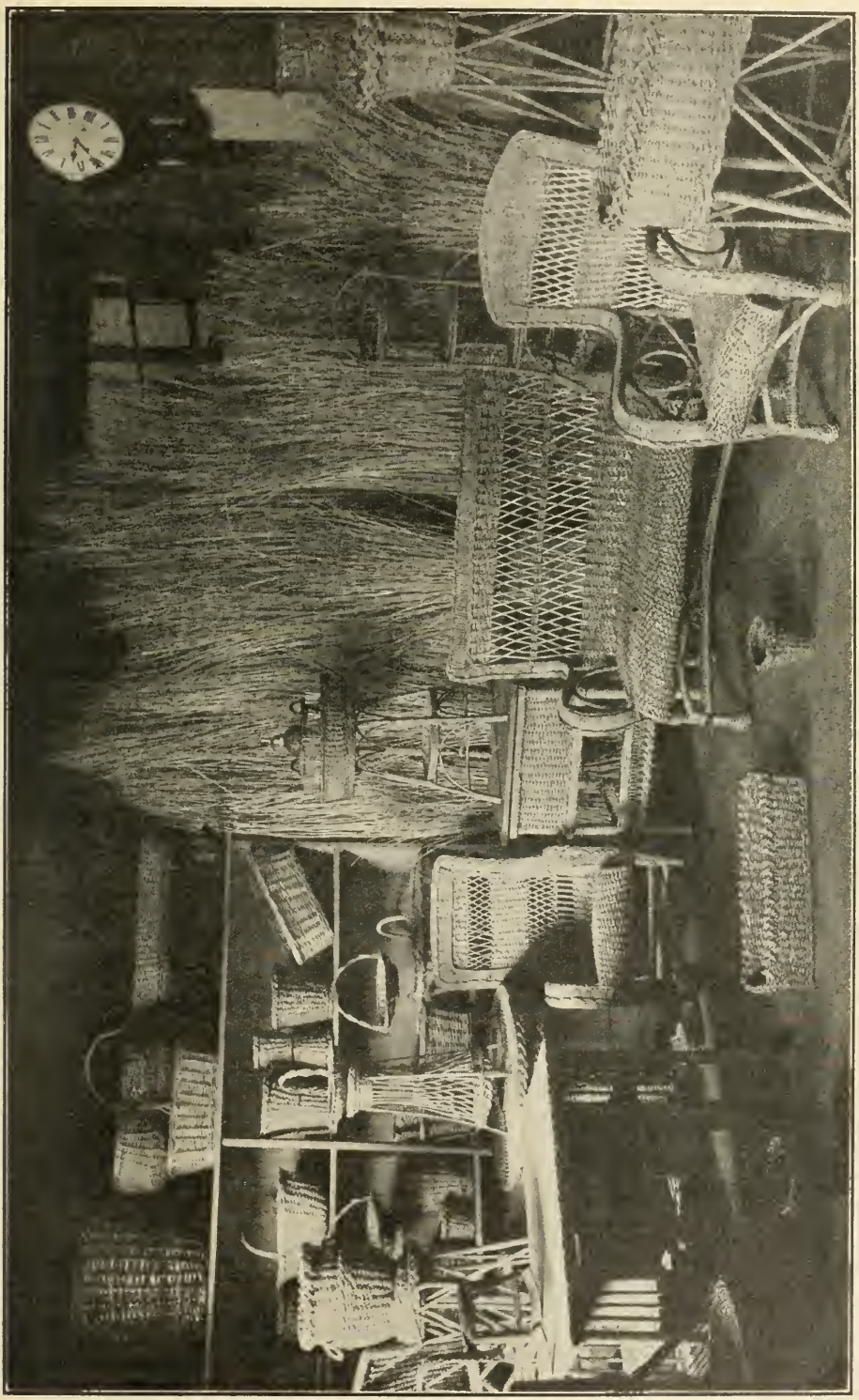
The female pupils are enjoying the use of their new dormitory, and it is hoped that the building intended for the use of the boys will be ready for occupation by Christmas. The danger of pupils being injured by careless drivers of automobiles is increased on account of the necessary movement from the main building to the dormitories, and to guard against accident the Minister has consented to the erection of rear gates to the grounds, in the expectation that the habit of using the roadways through the school premises as public highways will thus be discouraged.

October 2nd the grounds were lighted for the first time by Hydro power, having been in darkness since the cutting off of the Cataract current on April 2nd. The new system gives excellent satisfaction.

Among the important improvements effected during the summer holidays, the laying of a new tile floor in the main corridor, in place of the wooden floor covered with linoleum, may be mentioned.

A proposal to sell a portion of the school farm for building lots was not carried out, the outbreak of the war making the prospect for subdivision and sale less attractive than formerly. The postponement of this scheme is to be regretted.

In addition to the regular school work, I have had, as in former years, an extensive correspondence with the friends of blind adults, for the instruction and employment of whom some public provision is urgently required. I have provided alphabet cards and keys with which they could be taught to read at home, and have informed them that they could obtain books from our circulating library free of cost and of postage. Some of these correspondents I have referred to the Ottawa Association for the Blind, having been advised by Mr. Albert Horton, the President of the Association, that it was undertaking the kind of work which I had recommended in succeeding annual reports as supplemental to the work of the School at Brantford. "Thus far," Mr. Horton wrote, "we have about ten men at work making brooms and baskets, and already we think we can see, not very far ahead, the time when the factory shall be self-supporting. Our rule is to pay needy beginners $4 a week from the start, and to increase this as they can



Willow Shop, O.S.B.—Material and Products

earn more. Our hope is to secure within the next year or so a piece of land on the outskirts of the city which shall afford room not only for suitable workshops for production and industrial training, but also ultimately for a properly equipped home and club-house. In this work we think we shall be justified in approaching the City and Provincial Governments for financial assistance. Any help you can give us in the way of information or advice will be gratefully appreciated."

Mr. Horton enclosed copies of two letters which had appeared over his signature in the Ottawa papers, from one of which this extract is taken:—

"This article makes it necessary to point out that the Brantford Institution exists for quite a different purpose from that of the Ottawa Association; that it is not an industrial establishment, providing remunerative employment, but simply a school for blind juveniles; that, after giving these an elementary general education and a training in some suitable handicraft, it sends them forth to fight the battle of life unaided and alone. For the adult blind the Brantford institution does and can do nothing; it admits none above the age of twenty-one. The result is that most blind persons in Ontario, including the graduates of the Brantford school, left to their individual struggle for existence, either become pensioners on their friends or are reduced to a greater or lesser degree of mendicancy—in either case condemned to a wretched life of enforced idleness and stagnation. What means is there at present for an industrious minded blind person to escape from this condition? Where or how can he find employment? Who wants to employ him at a living wage, or to employ him at all? Even those industries peculiarly suited to the blind are carried on chiefly by seeing persons, often using modern machinery which the blind cannot use; and in such establishments blind workers, with their slower hand methods, are not wanted. This is especially the case where workmen's compensation laws make the employer responsible for all accidents. In England, we are told by the last census, not less than 72 per cent. of the employable blind are unemployed; and in this country the percentage is probably much greater. In the absence of any governmental or civic provision for the purpose, the Ottawa Association for the Blind is attempting to get suitable employment for the sightless people of both sexes of this district—and, strange to say, it is the first and only institution of its kind in this wealthy and beneficent province. Realizing that the best hope of enabling blind persons to become self-supporting is by means of workshops especially equipped for them, the Association has organized, as a beginning, a modest industrial establishment, in which basket-making, cane-seating and broom-making are carried on; the necessary capital having been supplied by the voluntary contributions of a few citizens. Some day, we hope, the people of Canada, through their provincial governments, will render unnecessary such associations as ours, by doing in a much larger way a similar service for all of our industrious blind; but until that time comes, if our sightless friends are to be helped at all to a position of self-respecting independence, it must, it seems, be done by the voluntary action of individuals; and we invite all citizens to whom such a work appeals to pay a visit to our workshops at 12 Bank street, and see what we are doing, and then to join the Association, or send a contribution for our factory fund to the Treasurer."

I replied as follows:—

"*Re* employment for adult blind.

"BRANTFORD, 8th July, 1914.

"MR. ALBERT HORTON,
"12 Bank street,
"Ottawa.

"Dear Mr. Horton,—I was pleased, indeed, to learn from your letter and its enclosures that you have become interested in the welfare of the blind, for I have long been convinced of the need of such enterprises as the one with which you are connected. A school for the education of children and a shop for the employment of adults cannot succeed well as a joint concern, as has been proved wherever the experiment has been tried. Nor do the shop and the "home" work well together. I was more favourably impressed with the system adopted in Milwaukee, Wis., than with any other that I have had the opportunity of investigating. The theory is that blind men, like other men, find their natural environment with regard to living conditions. Instead of housing them together, they are allowed to spend their wages, including the portion required for shelter and food, to suit themselves. I do not think you

should expect to make your shops self-sustaining. Some blind men can earn more than a living; the majority can earn less. In Milwaukee the State provides rent, heat, instruction and superintendence. The workman receives the difference between the cost of raw material and the sale price of the finished article. Faulty work is not accepted, and products are disposed of at regular market prices. The cost to the public is not great.

"I enclose billheads showing the names of firms from whom we obtain hammock materials, such as twine and irons. Any local woodturner can supply spreaders.

"Blind women can do many kinds of housework, but outside of music teaching, knitting and fancy work, for which the remuneration is not great, there seem to be few gainful occupations for them.

"I have not time, at present, to sort out the names and addresses of ex-pupils who came to the school from Ottawa and vicinity. Last annual report is mailed under another cover."

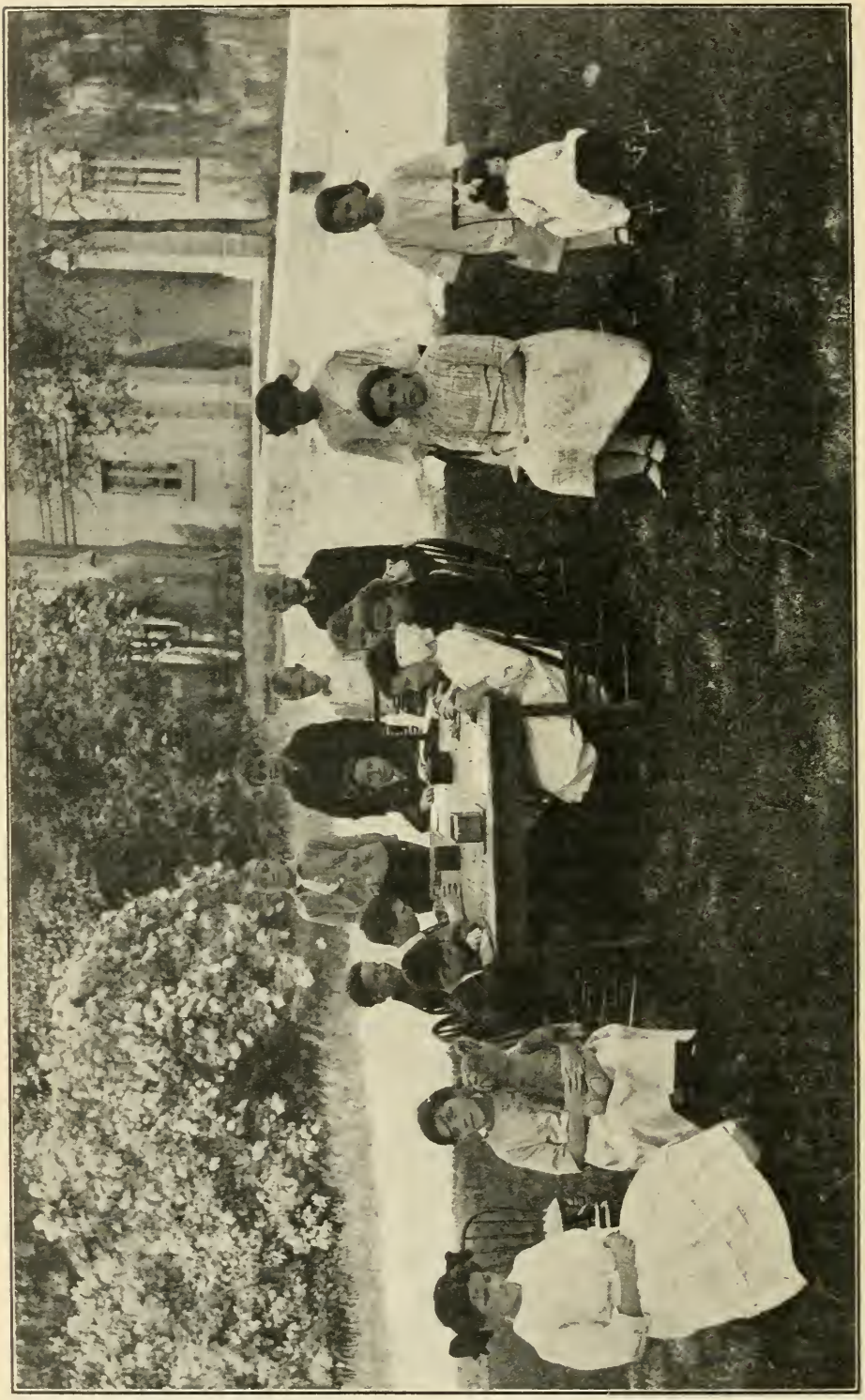
In the United States the Association of Educators of the Blind is quite distinct from the Association of Workers for the Blind, though a good many persons, like myself, are members of both associations. It has been customary for these two Associations to hold their conventions on alternate years, but at the Convention of the Workers' Association at Jackonsville in June, 1913, the Executive Committee of the Educators' Association (a quorum being present) decided not to convene in 1914, so that both associations might meet together at San Francisco in 1915. An elaborate programme, of which I have seen a draft, covering both divisions of the work, is in course of preparation, and the joint convention is anticipated with great interest.

Attendance

The total registration of pupils in the session of 1913-14 was 108, one less than in the preceding session; at the opening, on September 24th, 1913, there were 94 pupils, as compared with 98 at the opening of the preceding session; at the close 100, as compared with 99. Fourteen pupils, who were not present at the opening in September, arrived during the session; ten of these were new; four had been in attendance previously. Of the eight pupils who were present during a part of the session, but did not remain until the end, two males left for domestic reasons, one who had been sent to the school by a truant officer took "French leave," one was suspended for misconduct, and two were sent back to receive the personal training without which they were unfit to be received as pupils. One female left on account of serious illness, and one went to have her eyes treated in Toronto. Of the 100 pupils who were present at the close of the session, there were 51 males and 49 females.

The number of pupils in attendance at the opening on September 23rd, 1914, was 102, as compared with 94 at the corresponding date in 1913, and 100 at the closing of the school term on June 17th, 1914. Of those in attendance at the close of the last term, 89 had returned; six former pupils who were not here at the close of the last term had come back, and seven new pupils had been enrolled. The absence of the eleven who left in June and did not return in September is thus explained:

One male had his eyes under treatment in a hospital, one was detained by sickness in the family, one temporarily detained for some domestic reason not specified; three had completed their courses of study, one had been guilty of gross misconduct, and one was too weak in intellect to make progress. Two females had finished their work, and one, whose sight had improved, intended to continue her studies in a public school. Three new pupils and one former pupil arrived during October (before the end of the official year), and one who had



Kindergarten Pupils, O.S.B.

arrived in September was sent home on account of his physical and mental condition which had not been accurately described in the application, making the total in attendance October 31st, 105.

The ages of the new and re-admitted pupils are as follows:—

Males.		*Females.*	
Eighteen years	1	Twenty-six years	1
Seventeen years	1	Twenty-five years	1
Sixteen years	1	Sixteen years	1
Fourteen years	2	Fifteen years	1
Twelve years	1	Eleven years	2
Eight years	1	Ten years	1
Six years	2	Seven years	1
Total males	9	Total females	8
		Total males	9
		Total males and females	17

Pupils Registered in Session, 1913-14

Name.	Residence.
Ash, Rachel	Sarnia.
Bell, Jessie	Brooklin.
Bezaire, Alma	Auld.
Bezaire, Lea	Auld.
Bickerton, Gladys	Navan.
Brennan, Alice	Bothwell.
Broad, Olive	Sunderland.
Brock, Eva	Hamilton.
Brunsden, Alma	Calgary, Alta.
Catling, Nellie	Goderich.
Clark, Lilian	Mount Dennis.
Cox, Winifred	Brantford.
Crawford, Annie	Strathroy.
Creiger, Marion	Waterford.
Cuneo, Mary	Toronto.
Davison, Winifred	Griersville.
Dickson, Julia	Winnipeg, Man.
Dugdale, Gladys	Winnipeg, Man.
Dunlop, Maud	Cooper's Falls.
Fitzpatrick, Alta	Wheatley.
Gascoigne, Marjorie	Stoney Creek.
Grills, Iva	Brooklin.
Hardwick, Lillian	Toronto.
Hawley, Doris	Winnipeg, Man.
Henrich, Evelyn	Brantford.
Hyndman, Elsie	Norwich.
Ingram, Elizabeth	Pembroke.
Johnston, Charlotte	Guelph.
Kaufman, Blanche	Chatham.
Lammie, Amy	Hensall.
Lammie, Greta	Hensall.
Lansdowne, Norah	Toronto.
Marsh, Mary	Holland Landing.
McAuley, Marjorie	Hamilton.
McCannan, Beatrice	Kenora.
McEwen, Geraldine	Radisson, Sask.
Miller, Susan	Gravenhurst.
O'Neill, Mary	Ottawa.
Philpott, Emily	Brockville.
Rusk, Elizabeth	Barkway.
Sells, Kathryn	London.
Shane, Ellen	Hamilton.
Slay, Gladys	Sarnia.
Smith, Effie	Brantford.
Squair, Ethel	Williamstown.
Stephenson, Muriel	Collingwood.
Tolton, Edna	Guelph.
Wagner, Rose	Toronto.
Welsh, Verna	Baldur, Man.
Woodcock, Gladys	Toronto.
Wright, Elsie	St. Catharines.
Barton, Gustavus	Kazubazua, Que.
Beach, Sparling	Ottawa.
Bell, Stewart	Bradley.
Belton, Samuel	South Wellington, B.C.
Chapman, Oswald	Rosseau.
Chatelain, Jean	Ottawa.
Clissold, Fred	Mimico.
Cotter, James	Ottawa.
Culver, John	Todmorden.
Cundy, John	Regina, Sask.
Derbyshire, Byron	Athens.
Everts, Leo	Claresholm, Alta.
Fenton, Mills	Allenford.
Fonger, Stanley	Bruce, Alta.
Frayne, Orville	Forest.
Garlick, Walter	Ottawa.
Gomm, William	Toronto.
Graham, Glen	Birnam.
Green, Harold	Elmwood, Man.
Grills, Ion	Campbellford.
Hawken, Howard	Whitby.
Higgins, Thomas	Toronto.
Hollett, Stanford	Toronto.
Hudson, Russell	Toronto.
Johnston, Harold	Brockville.
Kennedy, Edward	Ottawa.
Kiehl, Harold	Hamilton.
Landriau, Valmore	Ottawa.
Langford, Alfred	Magnetawan.
Lidstone, Fred	Walkerville.
Lott, Ernest	Brussels.
Lowe, Walter	Hamilton.
Marcotte, Cleophose	Mattawa.
McKee, William	Estevan, Sask.
Murray, Ancile	Goderich.
Noble, Fred	Hamilton.

Pupils Registered in Session, 1913-14.—Continued

Parfitt, Allan.....Toronto.
Patterson, Clifford.....Hamilton.
Paul, Leonard.....Haileybury.
Philpott, John.....Brockville.
Rankin, James.....Bickford.
Richardson, Robert....Hamilton.
Riddell, Gordon.....Toronto.
Rigg, William.....Weston.
Salter, Melville.....Oshawa.
Sherman, Leonard.....Lethbridge, Alta.
Simmons, Walter.....Copper Cliff.
Smith, Joseph.....London.
Steele, Fred.....Perth.
Sutherland, Joseph....Sutherland, Sask.
Thompson, Earl.....Toronto.
Tomlinson, Roy.....Saskatoon, Sask.
Vance, Frank.....Saskatoon, Sask.
Vincent, Cecil.....Crookston.
Walker, Albert.....North Bay.
Webb, Harold.....Allandale.
Westcott, Frank.....Salt Spring Island, B.C.

New Pupils at Opening of Session, 1914-15

Name.	Residence.	Name.	Residence.
Conybeare, Nettie	Woodstock.	Thompson, Teresa	Hamilton.
Hewison, Betsy	Toronto.	Bettridge, Edward	Brampton.
Hyndman, Elsie	Norwich.	DesBrisay, Wilson	Nelson, B.C.
Langridge, Irene	Preston.	Maiorana, Antonio	Hamilton.
Moody, Alice	Brantford.	Manning, Roy	Owen Sound.
Omizinahaquaiwi, Elizabeth	Little Current.	Paul, Leonard	Haileybury.
		Robinson, Charles	Barrie.

Pupils admitted during October, 1914

Name.	Residence.	Name.	Residence.
Webster, Helen	Wallaceburg.	Makey, Lawrence	Tilbury.
Dobbin, Robert	Toronto.	Porte, Aquila	Aylmer.

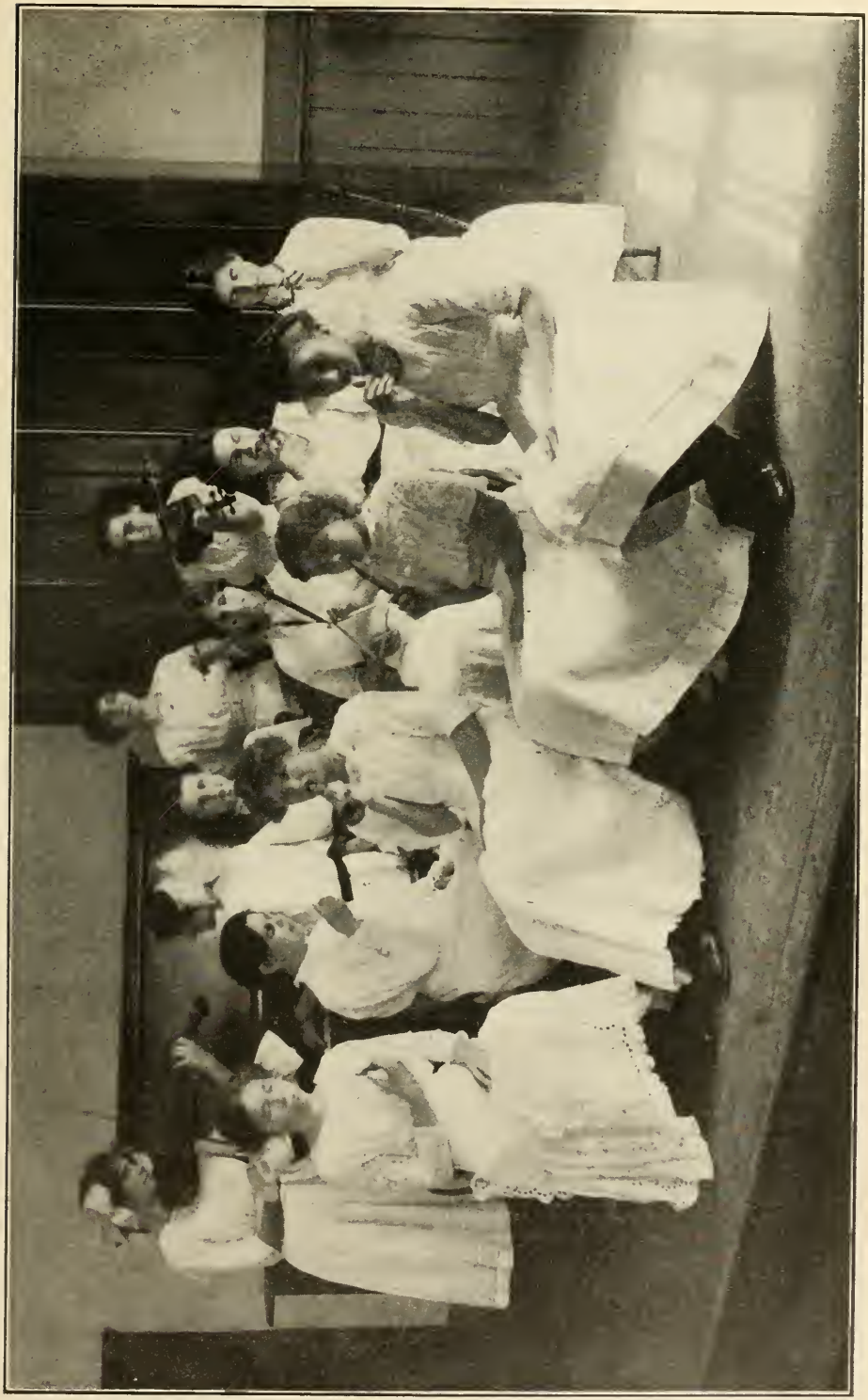
Entertainments

Every Tuesday evening during the session an entertainment was given in the Music Hall, all the pupils contributing, in relays of ten for each evening. Besides recitations and instrumental music, many popular choruses were presented at these concerts, and one of the best results was the overcoming of stage fright in the cases of the younger and newer pupils.

On the evening of November 25th, 1913, Mr. W. B. Donkin, Trades Instructor, brought his graphanola and produced a most acceptable programme, including selections from Harry Lauder, John McCormack, Harold Jarvis and Madame Tetrazzini.

The Christmas concert was given on December 22nd, with recitations by Greta Lammie, Harold Green, Edna Tolton, and Valmore Landriau; vocal solos by Blanche Kaufman and Ellen Shane; three part songs by the Choral Class; a violin solo by Geraldine McEwen; duet on two pianos by Geraldine McEwen and Susan Miller; three movements from the overture of "William Tell" on the pipe organ by Jean Chatelain, Byron Derbyshire and Clifford Patterson; and a "Toy Symphony," by Gurlitt, in the production of which Geraldine McEwen played the piano, Clifford Patterson and Ethel Squair the pipe organ, Susan Miller and Harold Johnston the violins, Fred. Steele and Ion Grills small instruments that brought out the notes of the quail, Glen Graham and Roy Tomlinson cuckoo music, Kathryn Sells, Greta Lammie and Leonard Sherman nightingales, Byron Derbyshire and Leonard Paul trumpets, Doris Hawley the triangle, and Jean Chatelain the kettledrum.

December 25th, many of the pupils who were unable on account of distance or other causes to go to their homes for the holiday helped with the programme in connection with the Christmas Tree, upon which a committee of teachers had provided suitable presents for all.



Toy Symphony, O.S.B.

March 10th, the Boys' Club gave a concert, with programme consisting of two recitations, two dialogues, three songs, one vocal quartette, two choruses, one organ solo, two piano solos, one piano duet and one violin solo.

March 17th, the junior girls gave a fine St. Patrick's Day programme redolent of the old sod.

March 31st, the "Excelda" (Girls') Club gave an entertainment, with an original "club song" as the leading item on the programme. A dialogue by eight girls, entitled "How the Story Grew," was another interesting feature.

The closing concert, on June 15th, opened with a chorus by the Choral Class, "O Canada," as arranged by Dr. A. Ham, F.R.C.O., and closed with a piano quartette, "Voices from the Hillside," with Doris Hawley, Susan Miller, Mary O'Neill and Ellen Shane performing. The entire programme was musical and included selections on the organ, piano and violin, interspersed with vocal solos and choruses. Certificates based upon the examinations conducted by Dr. Ham were awarded as follows:—

Piano

Grade I.—Alma Brunsden, first-class honours; Evelyn Henrich, honours; Marjorie McAuley, pass; Walter Garlick, honours; William Rigg, pass; Earl Thompson, pass; Leonard Sherman, pass.

Grade II.—Alice Brennan, pass; Stanley Fonger, pass; Joseph Smith, pass.

Grade III.—Maud Dunlop, pass; Alta Fitzpatrick, pass; Lillian Hardwick, pass; Elsie Wright, pass; Ion Grills, pass; Gladys Bickerton, pass; Winifred Davison, honours; Amy Lammie, pass; Greta Lammie, honours; Beatrice McCannan, honours; Kathryn Sells, pass; Ellen Shane, pass; Gladys Slay, pass; Sparling Beach, pass; Roy Tomlinson, honours.

Grade IV.—Blanche Kaufman, pass; Mary Marsh, pass; Susan Miller, honours; Muriel Stephenson, first-class honours; Doris Hawley, honours; Mary O'Neill, honours; Ethel Squair, honours; Gustavus Barton, pass.

Grade V.—Mary Cuneo, honours; Geraldine McEwen, first-class honours; Byron Derbyshire, honours; Harold Johnston, honours.

Grade VI.—Clifford Patterson, honours.

Grade VII.—Jean Chatelain, honours.

Organ

Grade I.—Mary Cuneo, honours; Beatrice McCannan, pass; Geraldine McEwen, honours; Ethel Squair, pass; Byron Derbyshire, honours; Roy Tomlinson, pass.

Grade III.—Clifford Patterson, pass.

Post Grade.—Jean Chatelain, honours.

Violin

Primary.—Fred. Steele, pass.

Grade I.—Blanche Kaufman, pass; Greta Lammie, pass; Norah Lansdowne, pass; Mary Marsh, pass; Mary O'Neill, pass; Kathryn Sells, honours; Ellen Shane, pass; Gladys Slay, pass; Muriel Stephenson, pass.

Grade II.—Geraldine McEwen, honours; Susan Miller, honours; Jean Chatelain, honours; Harold Johnston, pass.

Musical Theory

Harmony—Grade III.—Winifred Davison, honours; Alta Fitzpatrick, pass; Lillian Hardwick, pass; Amy Lammie, first-class honours; Beatrice McCannan, pass; Gladys Slay, pass; Roy Tomlinson, honours.

Harmony—Grade IV.—Doris Hawley, honours; Muriel Stephenson, first-class honours; Gustavus Barton (harmony), first-class honours; Byron Derbyshire (harmony and form), first-class honours.

Voice Culture

Blanche Kaufman, pass; Ellen Shane, first-class honours; Gladys Slay, pass; John Cundy, pass; Walter Lowe, first-class honours; Walter Simmons, first-class honours.

A Class in Sewing. O.S.B.

Musical Form

Grade V.—Mary Cuneo, honours; Geraldine McEwen, first-class honours; Susan Miller, honours; Ethel Squair, honours; Jean Chatelain, first-class honours; Byron Derbyshire, honours; Harold Johnston, honours; Clifford Patterson, first-class honours; Walter Simmons, honours.

Art of Teaching

Certificate of Merit.—Jean C. Chatelain.

THE STAFF

Officers

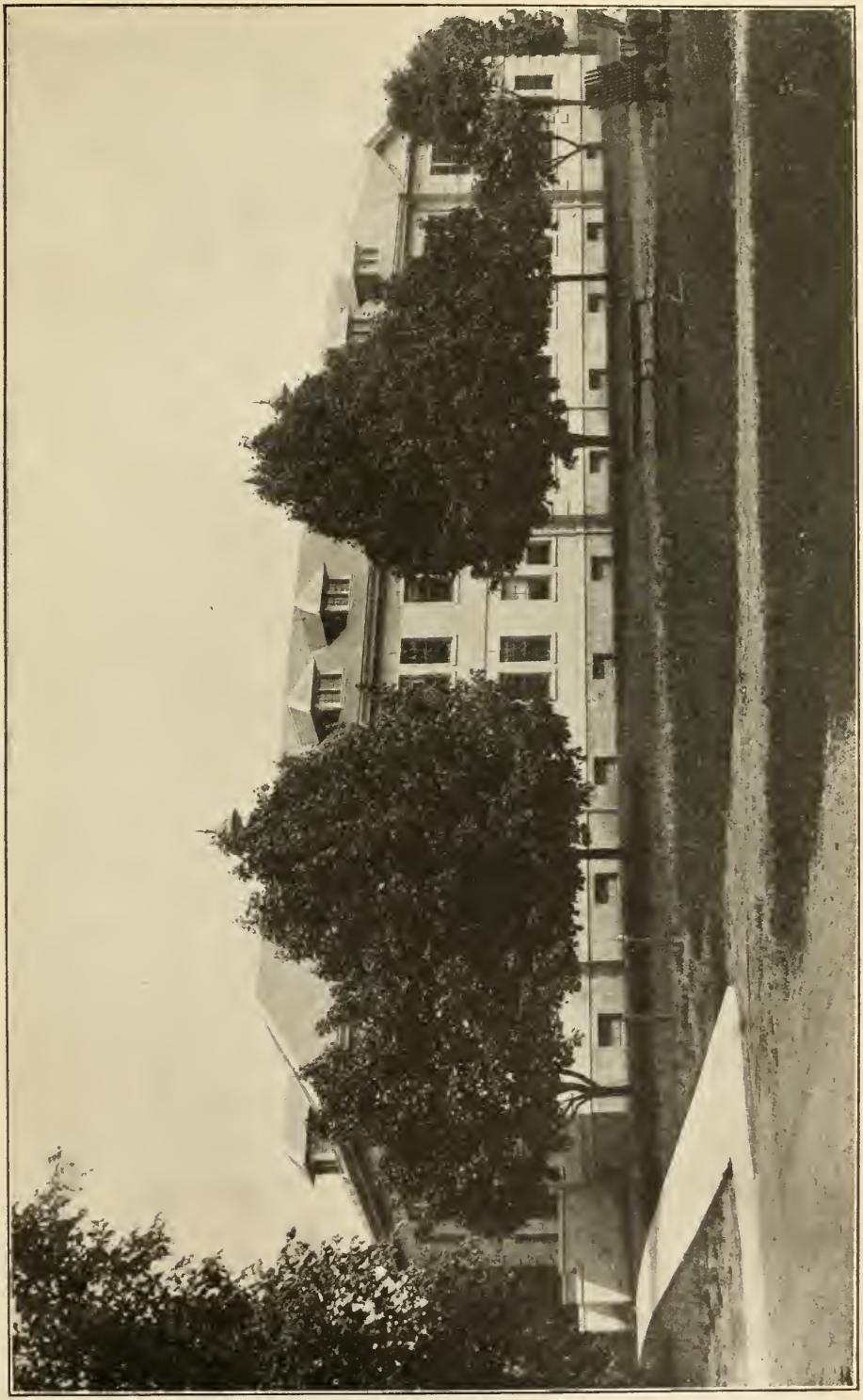
H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
G. H. Ryerson	Bursar and Storekeeper.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Mrs. M. E. Stewart	Matron.
D. Green	Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Miss E. Scace	Boys' Nurse.
Miss M. Gilbert	Girls' Nurse.
J. B. Wilson	Engineer.
G. Grierson	Baker.
D. Willits	Farmer and Gardener.
G. G. Lambden	Carpenter.

Teachers

W. B. Wickens	Literary.
J. M. Maloney	Literary.
Miss C. P. Kavanagh	Literary.
Miss D. Radcliffe	Literary.
Miss M. Middlemiss	Kindergarten.
W. Norman Andrews, F.G.C.M.	Musical Director.
Miss E. Smyth	Piano.
Miss E. Harrington	Piano.
A. Ostler	Violin.
T. S. Usher	Piano Tuning.
W. B. Donkin	Willow-work and Cane-seating.
G. G. Lambden	Sloyd and Hammock-netting.
Miss L. H. Haycock	Knitting.
Miss E. Cooper	Sewing, Darning and Domestic Science.
Miss K. Burke	Assistant Knitting and Sewing.
Miss M. Cronk	Bead-work.

The war in Europe having broken out while the pupils were at their homes on vacation, many of them on their return to school were anxious to contribute their mite towards the patriotic movements under the management of the citizens. The yarn being provided, the girls started to knit socks and scarfs, and upon the delivery of the first parcel Mrs. Harry Cockshutt wrote an appreciative letter to Miss Haycock, saying: "The socks and scarfs reached me Saturday morning and are beautifully made. Please tell the girls how very much obliged to them I am. Just as a little appreciation of their kindness, I have placed an order for two dollars' worth of candy at Russell's. I thought they would like to make their own choice. With many thanks to you for looking after the work and over-seeing it so carefully."

The blind in Montreal appear to have been inspired by the same idea, for the *Daily Mail* of November 14th says that "one hundred pairs of woollen socks are being made by the blind for the soldiers at the front, and it was announced at Mr. Ames' lecture that eighty pairs had been finished."



Girls' Dormitory, O.S.B.

Forty-six persons have received books from our circulating library during the year. Five of these were new applicants.

Appended will be found the reports of the physician and oculist, and of the literary and musical examiners appointed by the Department.

I have the honour to be,

Sir,

Your obedient servant,

H. F. Gardiner,

Principal O.S.B.

Brantford, November, 1914.

PHYSICIAN'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education.

Sir,—I have the honour to present my annual report for the year ending October 31st, 1914.

The officers and pupils have enjoyed unusually good health throughout the year. There has been the usual number of petty accidents and illnesses to deal with, but notwithstanding the fact that the new dormitory building was not occupied last winter the pupils kept particularly well.

The girls' new dormitory building now in use is beautifully situated and admirably fitted up. The improved sanitation should enable the pupils to do much better work in their classes and also keep them in good health.

During the year a laundress met with a serious accident, her hand in some unaccountable way becoming wedged in the mangle. It was badly crushed and still more badly burned. After some weeks it was found necessary to amputate.

The pupils returned in September in splendid physical condition.

I have the honour to be,

Sir,

Your obedient servant,

J. A. Marquis.

Brantford, November 1st, 1914.

OCULIST'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education:

Sir,—I have the honour to report the results of the Annual Examination of the pupils' eyes. Number of pupils examined 63:—Boys (new) 10, (old) 22; Girls (new) 8, (old) 23.

Of the eighteen cases coming to the school for the first time a very small proportion, only two, can be classed as suffering from preventable blindness, and these are both from Ophthalmia Neonatorum—one a boy and one a girl. Four boys and two girls have badly blinded eyes from degeneration of the Uveal tract due to inflammation at varying ages from infancy to adult life, but none of them are due to injuries or Sympathetic Ophthalmia.

Three boys and one girl have high degrees of Myopia with fundus changes, rendering the sight quite too bad to get an education at a public school.

Two boys and two girls are blind from congenital cataracts, one boy and one girl from retinitis pigmentosa, and one girl from optic atrophy—all with high degrees of blindness.

All are unquestionably eligible to the school, the sight being so badly reduced as to leave no doubt as to the advisability of their being educated at a school for the blind.

Of the forty-five pupils who have been examined on former occasions, eleven show some improvement in sight, two of them quite a serviceable addition. Three registered a slight diminution, as might be expected from the nature of their disease.

Very few of the pupils required attention to their eyes or ears during the year, and nothing of a serious nature arose.

Respectfully submitted,

B. C. Bell.

Brantford, September 24th, 1914.

LITERARY EXAMINER'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education:

Sir,—Herewith please find detailed report on the literary work of the Ontario School for the Blind for the academic year 1913-14. The examinations were conducted June 2, 3, 4, and 5.

Mr. Wickens' Classes

Bible History.—Limit of work: The books of the New Testament and the life of Jesus to the second year of His ministry. There were twenty-two pupils in this class and all showed great proficiency in the work.

Spelling.—Limit of work: Ontario Speller, Grade 6. Number of pupils, 16. Average mark, 93—an excellent result.

"London Bridge," O.S.B.

Geography.—Limit of work: The British Empire in Europe and Africa. The results show that the class of 13 had covered the course with great care. Average mark, 91.

Physiology.—Limit of work: The nervous system and the special senses. This class of 13 pupils was well prepared and showed a knowledge in considerable detail of the subject.

Arithmetic.—Limit of work: Simple questions in fractions. This class of 10 pupils averaged 80 per cent.

Typewriting.—This subject has been introduced this year. A class of 11 pupils has made considerable progress. I found these pupils use the typewriter in writing compositions and other class work.

Reading.—Limit: Ontario Third Reader. There were ten pupils in this class. All read with good expression.

Latin.—This class of five pupils showed a comprehensive knowledge of the grammar. They were also able to translate quite freely from Cæsar, Book I., which they had studied during the year.

Mr. Maloney's Classes

Arithmetic.—Limit: Addition, subtraction, multiplication problems; tables 20 x 20. Very fair results were obtained. On six questions the class of 13 averaged 59 per cent.

Geography.—Limit: The general geography of Canada. This class of fifteen pupils had a fair knowledge of the prescribed work, the average being 60 per cent.

Physiology.—Limit of work: Ontario Public School Hygiene to page 115. Better results were shown here, the class of fourteen averaging 72 per cent.

Reading.—Limit: Ontario Public School Primer and First Reader. With one exception this class read well. The expression and articulation were good.

Grammar.—Limit: Ontario Public School Grammar to page 61. This class of 22 pupils had a very good knowledge of the work prescribed. The average result was 61 per cent.

Writing.—This class of 22 pupils has learned to write the small letters and most of the capitals. The writing of all the pupils is necessarily very similar.

Physical Culture.—There were 40 girls in this class, who performed a series of the exercises prescribed by the Strathcona Trust with great accuracy. All showed a liking for the work.

Miss Kavanagh's Classes

Bible History.—Limit of work: Story of the Life of Christ; first epoch of ecclesiastical history. There were eight pupils in this class and all showed great familiarity with the work.

Spelling.—Limit of work: Ontario Public School Speller, Grade 2. There were eleven pupils in this class and the average mark was 92.

Arithmetic.—Limit of work: Percentage and applications of percentage. A class of fifteen pupils on a paper of ten questions averaged 82, a very satisfactory result.

Geography.—Limit of work: Map of Ontario; boundaries, counties and county towns, cities; home county in detail; railways, imports and exports; definition of terms. There were sixteen pupils in this class, and all showed that they had covered the limit fully and carefully.

Reading.—Limit: Ontario Public School Second Reader. There were thirteen pupils in this class and all read well.

Grammar.—Limit of work: Ontario Public School Grammar, Part II. Parsing. This class was well up and answered readily. Number of pupils in the class 14.

Writing.—Limit of work: Small letters, figures, punctuation marks, business and social letter forms. There were 12 pupils in this class and the average mark obtained was 65.

Object Lessons.—Study of a number of type forms of animal life. This proved an interesting class, the pupils showing that they had studied the various forms with great care.

Constructive Work.—This was a new line of work that proved both interesting and instructive to a class of 20 pupils. A number of articles had been made from raffia and cane.

Miss Radcliffe's Classes

Bible History.—Limit of work: Study of First and Second Kings; memory selections from the Psalms. This class is a large one, there being 23 pupils, and, as in the other classes, all were well up in the work. The subject seems to be popular and the teaching good.

Spelling.—Limit of work: Ontario Public School Speller, Grade 8. As in the other classes in spelling, the results were good, a class of 23 pupils averaging 90 per cent. on ten words each.

Arithmetic.—Limit of work: Addition and subtraction, multiplication table 20 x 20, short and long division; problems using these principles. Tables of time, weight, measure; reduction ascending and descending. The results in this class of 18 were good, the average mark on a paper of ten questions being 74.

Geography.—Limit of work: United States, Mexico and South America. The results in this class of ten pupils were fair, hardly as good as in former years, due no doubt to changes in the staff during the year.

Physiology.—Limit of work. Circulation, respiration, digestion, nervous system. The results in this class of ten pupils were high, the class being familiar with the work.

Literature.—Limit of work: Macbeth and selections from Browning. This class of 27 pupils had evidently studied "Macbeth" very carefully, as they had a good conception of the plot, the several characters, and the more important selections.

Composition.—Limit of work: Essay writing, sentences and paragraph structure, punctuation, letter writing, etc. I received a composition from each of the 23 pupils of this class. Many proved very interesting reading and showed considerable effort and ability on the part of the writers. Several were typewritten and were very neat in appearance.

Grammar.—Limit of work: Public School Grammar from page 120 to the end. There were 17 pupils in this class and all showed familiarity with the work as prescribed.

Writing.—Limit of work: The small letters. As guides are used in writing, the results are very uniform and necessarily very good.

British History.—Limit of work: William III. to George V. History is evidently a popular subject with the pupils, and all seemed interested. This class, however, is not as well graded as the others, and hence there was much greater variation in the marks. There were 16 pupils in the class and the average mark was 55.

A Day in June, O.S.B.

Canadian History.—Limit of work: Discovery of America to Queen Anne's War; progress in Government, Education and Colonization. The same remarks apply here as in the British History, although the class was better prepared. The 18 pupils averaged 64 per cent.

Miss Middlemiss' Classes

Bible History.—Limit of work: Ten Commandments, Beatitudes, Lord's Prayer, Psalms xxiii., xxvii., cxvii., Books of the Old and New Testament. This class of 14 pupils is well up in the work, the average mark made being 80.

Spelling.—Limit of work: Ontario Public School Speller, Grades 1 and 2. All spell well except three, which brought the average down to 88 per cent.

Arithmetic.—Limit of work: Addition, 1 to 13; simple problems in subtraction; multiplication table to six times. The pupils start arithmetic in this class, the 13 pupils being at various stages of advancement, but all familiar with the work covered.

Reading.—In this class pupils learn the point print and to read the Public School Primer. All can read point and some do very well at the Primer. In this class the work is necessarily individual work.

Kindergarten.—Each pupil presented a book of work involving weaving, folding, pasting, etc. Some good work had also been done in modelling, at which the pupils are very adept.

Miss Haycock's Classes

Bible History.—Limit of work: Memory work, St. Matthew, chap. 2, Psalm 27, St. Luke, chap. 1, verses 8 to 14—29 to 32. Names of the twelve apostles, Beatitudes. History—Miracles of Our Lord. As in the other classes, the six pupils of this class showed great progress in the work, with the exception of one girl who has great difficulty in hearing.

Spelling.—Limit of work: Ontario Public School Speller, Grade 3. This class spell well, the average mark being 80. This mark would have been higher except for two pupils, who have no appreciation of sound.

Knitting and Crocheting.—This class has 51 girls, who have learned a variety of stitches and make many articles, such as hose, lace, slippers, caps, jackets, coats, shawls, etc. It is remarkable how clean the wool is kept in working. This is a source of revenue to the girls, who sell many of the articles they make. Miss Burke is a very capable assistant to Miss Haycock in this work.

Miss Cooper's Classes

Sewing and Darning.—About fifty girls take this work and show considerable skill both in hand and machine sewing, making many articles of apparel for themselves and doing much of the sewing for the school. Aprons, dresses, caps, night-robes and many other articles were in evidence and others in process of making.

Domestic Science.—This important department, owing to lack of accommodation, is limited to a class of eight girls. They have made great progress, as I was served with a full course dinner, every part of which was prepared in my presence, and it was good.

Miscellaneous

Bead Work.—This work is in charge of Miss Cronk, who has a class of 30 pupils. Many articles, both useful and ornamental, are made by the children. This work furnishes a pleasing occupation for spare time, and incidentally is a source of revenue to the pupils.

Willow Work.—This important department is in charge of Mr. Donkin, who gives instruction to 14 boys. Many articles were on exhibition, and several others in process of making, such as chairs of all kinds, tables, stands, baskets of all kinds, cradles, flower-pot holders. During the summer Mr. Donkin does a great deal of field-work, giving instruction to the adult blind in various parts of the country. The shop floor is uneven and would give better results if relaid.

Sloyd and Hammock Work.—This work is in charge of Mr. Lambden, who has eight in the former class and 15 in the latter class. Some good work was being done during my visit and much had been completed and ready for shipment.

Physical Culture.—The physical culture for boys is in charge of Mr. Green. During my visit I saw a class of 44 boys do a series of exercises with the bells, another series on the horizontal bar, another on the parallel bars, and another on the horizontal ladder. These exercises were well done and should be of great value to the boys.

Notes

1. The new dormitories should be ready for occupation with the opening of school this autumn, which will then permit of more room for some departments which are now crowded.

2. The numerous changes in the staff during the past year have had an effect upon the classes, but they are in better shape than I would have expected. The new teachers, Miss Radcliffe and Mr. Maloney, are young, active, and interested in their work. I look for good results during the coming year.

3. Miss Middlemiss has been ill some time and her work has been shared by other teachers and pupils, and has been quite satisfactory notwithstanding her enforced absence.

4. Great credit is due to Principal Gardiner for the number of point copies of authorized school books which he has printed for the use of the pupils.

All the foregoing is respectfully submitted.

E. E. C. KILMER, B.A.,

Inspector, Brantford City Schools, Examiner.

Brantford, June 9th, 1914.

REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education:

SIR,—I have the honour to submit my Report on the Music Department of the Ontario School for the Blind, Brantford. The examinations in connection with this Report were conducted on June 10th and 11th, 1914, and the subjects included were piano-playing, organ-playing, violin-playing, solo-singing, voice-production, choral class work, harmony, form and piano-tuning.

There were 44 candidates for examination in piano-playing, 8 in organ-playing, 21 in violin-playing, 6 in solo-singing, 11 in harmony, 9 in musical form. Of the beginners who constitute the preparatory class in piano-playing, two were "very fair" and one "fair."

In Grade No. 1, of seven pupils, one gained first-class honours (80 marks), two others obtained honours (70 to 80 marks), and four passed.

In Grade No. 2, three passed.

In Grade No. 3, sixteen were examined, four of whom reached the honours standard, eleven passed and one failed.

In Grade No. 4, of eight candidates, one gained first-class honours, four gained second-class honours and three passed.

In Grade 5, six entered, one obtained first-class honours, four gained honours, and one failed.

In Grade 7, the one candidate who was tested in this grade passed an excellent examination and reached the honour standard.

It is with great pleasure and satisfaction that I offer my hearty congratulations to the Musical Director, Mr. W. Norman Andrews; to Miss Smyth and Miss Harrington, on the efficient state of the piano section of the course of music study. The work at this examination, especially from the technical side, displayed a decided advance on that of previous years. Several students exhibited such marked ability that they should eventually become excellent performers. Splendid results were obtained in the ear-test, which now rightly occupies a place in all the practical music examinations connected with the school. Many of the pupils possess a remarkable faculty for recognizing absolute pitch, as well as relative pitch.

A noticeable imperfection in all grades was the too frequent and aimless use of the pedal, and, with a few notable exceptions, the phrasing was very poor. I venture to suggest that more serious attention should be given in future to these all-important points.

Organ.—Eight pupils were examined in organ-playing, several of whom showed marked aptitude and promise. Great praise is due to the candidate who took post-graduate work, and who has recently gained the Associate Diploma of the Canadian Guild of Organists. He is a credit to his teacher, Mr. Andrews, and to the institution.

In Grade 1, eight students entered; four are entitled to honours and four passed.

In Grade 2, one passed.

In post-graduate work, one obtained honours.

Solo-singing and Voice-production.—All the candidates in this section were successful.

In Class No. 1, the three candidates who entered all obtained honours of the first-class.

In Class 2, both candidates passed.

In Class 3, one passed.

All these pupils sang with a considerable amount of style and expression, but in several cases the breathing and production were a trifle faulty.

Violin-playing.—It is a source of much gratification to note the steady upward progress of this section. Mr. Ostler, who is accomplishing an excellent work in connection with the violin course, deserves very much praise.

In the Primary Grade, one candidate passed.

In Grade 1, one gained honours, eight passed, and one failed.

In Grade 2, three reached the honour class, one passed, and two failed.

Harmony.—In this branch, which is now entirely in the hands of the Musical Director, eleven pupils were presented, and the results were eminently satisfactory.

In Grade 3, four passed, two obtained honours, and one first-class honours.

In Grade 4, three reached the first honours position, and one received honours.

Musical Form.—Of this subject, nine papers were examined, all of which were worthy of the honours standard.

Whilst fully recognizing the importance of Musical Form to music students, it is a mistake to omit the very essential subjects of elementary Counterpoint and Musical History. Both of these subjects have had a place in the curriculum in previous years. I would recommend that these two important subjects should be *permanently* taught to all except the very elementary classes. Experience proves that Musical History, if taught properly in the form of well-planned lectures, can be made of immense value, and will afford much pleasure to even young music students.

Upwards of fifty pupils took down a portion of a piano piece in Point print, which was dictated from ordinary music type by the Principal, Mr. H. F. Gardiner; this was done with remarkable rapidity and correctness.

Again I would say how much impressed I was with the valuable work that Mr. Gardiner is doing in building up a library of Point-print musical works of all kinds, and all compiled and printed by himself. Provided that the best editions of all compositions are selected for copy, this should be a work for which all interested in the welfare of this school must be profoundly grateful to Mr. Gardiner.

The Choral Class, which numbers between forty and fifty members, is doing excellently under Mr. Andrews' direction. I listened to several interesting numbers, both accompanied and unaccompanied, with much pleasure. The important points of pronunciation and clearness of enunciation were distinctly an advance on the efforts of previous years. Each section of the chorus, the girls and the boys, sang a little part-song learnt entirely by themselves. The result showed that they have received good training—the pieces being interpreted in a capital manner.

In the Art of Teaching, I have pleasure in recommending a certificate of merit to one candidate who is leaving.

It is gratifying to know that a well-devised syllabus for all the school examinations will be placed in the hands of the teachers by the Musical Director before the next term work begins.

Piano-tuning.—The tuning class, under Mr. Usher, is doing good work. Several of the senior boys are becoming efficient tuners. In this direction I would venture to suggest that the Director of Piano-tuning and his competent pupils might, from time to time, examine the students' practice pianos, and in this way ensure that all instruments should be in good playing order. At present the keys of some of the pianos are in an unsatisfactory state and some of the instruments are out of tune. The students' work would be greatly benefited by this attention to the instruments.

In concluding my remarks, I would like to congratulate the Ontario School for the Blind on the ability and loyalty of the Music Faculty. There is no doubt that the work as a whole is reaching a very high level of efficiency.

I have the honour to be,

Sir,

Yours most obediently,

A. Ham,

Mus. Doc., F.R.C.O.

Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1914

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882..... ...	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142
" " 31st October, 1910.....	77	67	144
" " " 1911.....	76	61	137
" " " 1912.....	69	55	124
" " " 1913.....	62	62	124
" " " 1914.....	65	59	124

II.—Age of Pupils

	No.		No.
Five years.....	0	Seventeen years.....	8
Six "	3	Eighteen "	6
Seven "	4	Nineteen "	7
Eight "	1	Twenty "	9
Nine "	2	Twenty-one "	4
Ten "	6	Twenty-two "	5
Eleven "	10	Twenty-three "	3
Twelve "	7	Twenty-four "	3
Thirteen "	10	Twenty-five "	3
Fourteen "	10	Over twenty-five years	6
Fifteen "	9		
Sixteen "	8	Total	124

III.—Nationality of Parents

—	No.	—	No.
American	3	Newfoundlander	1
Canadian	59	Swedish	.....
English	42	Russian	.....
Irish	6	Scotch	7
Italian	2	Unknown	1
Galician	.....	Welsh	1
German	2		
Hungarian.	.....	Total	124

IV.—Denomination of Parents

—	No.	—	No.
Christadelphian	1	Salvationist	1
Christian Science	2	Lutheran	1
Baptist	3	Jewish	1
Disciples	1	Greek Catholic	.....
Episcopalian	42	Unknown	1
Methodist	38	United Brethren	.....
Presbyterian	18		
Roman Catholic	15	Total	124

V.—Occupation of Parents

—	No.	—	No.
Accountants	2	Jeweller	1
Agents	3	Labourers	22
Baker	1	Lawyer	1
Bar-tender	1	Manufacturers	4
Barbers	2	Machinists	1
Blacksmith	1	Mason	.....
Bill Poster	1	Merchants	4
Bricklayer	1	Moulders	1
Butcher	1	Miners	2
Cabinetmaker	2	Painters	2
Carpenters	7	Printer	.....
Carter	1	Plasterers	1
Caretaker	1	Sheet metal worker	1
Drayman	1	Policemen	2
Dairyman	1	Sailor	.....
Drover	1	Shoemaker	3
Electrician	1	Railway employees	6
Engineers	2	Stone cutter	1
Farmers	25	Tailor	.....
Firemen	1	Teamster	.....
Fisherman	2	Tinsmith	1
Foreman	1	Tuners	2
Gardeners	2	Unknown	3
Government officer	1	Wheelwright	1
Glass Blower	1		
Fruiterer	1	Total	124
Hackman	1		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1914

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	1	2	3	County of Peel	1	....	1
City of Belleville	....	....	....	County of Northumberland	1	....	1
County of Brant	....	1	1	" Ontario	1	4	5
City of Brantford	....	3	3	City of Ottawa	5	2	7
County of Bruce	2	....	2	County of Oxford	....	3	3
" Carleton	....	1	1	" Perth	....	1	1
" Dufferin	....	....	....	City of Peterborough	....	....	....
" Durham	1	....	1	County of Prince Edward	....	....	....
" Elgin	1	....	1	" Prescott	1	....	1
" Essex	1	2	3	" Russell	....	1	1
" Glengarry	....	1	1	City of St. Catharines	....	1	1
" Grey	1	1	2	" Stratford	....	....	....
City of Guelph	....	2	2	County of Simcoe	2	1	3
County of Haldimand	....	....	....	" Stormont	....	....	....
" Haliburton	....	....	....	City of Toronto	10	6	16
" Halton	....	....	....	County of Victoria	....	....	....
City of Hamilton	6	5	11	" Waterloo	....	1	1
County of Hastings	1	....	1	" Welland	....	....	....
" Huron	2	3	5	" Wellington	....	....	....
" Kent	1	3	4	" Wentworth	....	1	1
" Lambton	3	2	5	" York	2	2	4
" Leeds	3	1	4	District of Parry Sound	2	....	2
" Lanark	1	....	1	*Saskatchewan	4	1	5
City of London	1	....	1	*Alberta	2	....	2
County of Middlesex	....	1	1	*Manitoba	1	4	5
District of Muskoka	....	2	2	*British Columbia	4	....	4
District of Nipissing	3	....	3	*Quebec	1	....	1
County of Norfolk	....	1	1				
				Total	65	59	124

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1914

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	8	5	13	County of Haliburton	1	....	1
City of Belleville	4	1	5	" Halton	7	3	10
County of Brant	9	8	17	City of Hamilton	20	23	43
City of Brantford	17	13	30	County of Hastings	6	5	11
County of Bruce	9	12	21	" Huron	14	13	27
" Carleton	2	2	4	City of Kingston	7	4	11
" Dufferin	2	1	3	County of Kent	11	8	19
" Dundas	3	3	6	" Lambton	20	8	28
" Durham	4	4	8	" Leeds	15	5	20
" Elgin	7	6	13	" Lanark	4	4	8
" Essex	15	22	37	" Lennox	4	1	5
" Frontenac	5	3	8	" Lincoln	3	3	6
" Glengarry	8	1	9	City of London	12	11	23
" Grenville	2	2	4	District of Nipissing	8	4	12
" Grey	11	12	23	County of Middlesex	10	13	23
City of Guelph	4	4	8	District of Muskoka	3	3	6
County of Haldimand	4	5	9	County of Norfolk	11	10	21

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1914—Continued

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland	6	9	15	City of Toronto	73	52	125
" Ontario	8	13	21	County of Victoria	8	2	10
City of Ottawa	24	7	31	" Waterloo	12	6	18
County of Oxford	8	13	21	" Welland	9	5	14
" Peel	3	1	4	" Wellington	10	8	18
" Perth	5	10	15	" Wentworth	10	11	21
" Peterborough	13	5	18	" York	21	17	38
" Prince Edward	7	2	9	District of Parry Sound	3	....	3
" Prescott	4	....	4	*Province of Quebec	5	1	6
" Renfrew	8	6	14	*Saskatchewan	6	5	11
" Russell	5	3	8	*British Columbia	6	....	6
City of St. Catharines	2	2	4	*Manitoba	5	5	10
" St. Thomas	3	2	5	*Alberta	3	3	6
" Stratford	3	1	4	*United States	1	....	1
County of Simcoe	13	11	24				
" Stormont	5	1	6		559	423	982

*On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1914

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	1	2	3	County of Peel	1	....	1
City of Belleville	....	....	....	" Ontario	1	2	3
County of Brant	....	1	1	City of Ottawa	4	2	6
City of Brantford	....	3	3	County of Oxford	....	2	2
County of Bruce	2	....	2	" of Perth	....	1	1
" Carleton	....	1	1	City of Peterborough	....	....	....
" Durham	1	....	1	County of Prince Edward	....	....	....
" Elgin	1	....	1	" Prescott	1	....	1
" Essex	1	2	3	" Russell	....	1	1
" Glengarry	....	1	1	City of St. Catharines	....	1	1
" Grey	1	1	2	" Stratford	....	....	....
City of Guelph	....	1	1	County of Simcoe	2	....	2
County of Haliburton	....	....	....	" Stormont	....	....	....
City of Hamilton	4	6	10	City of Toronto	8	6	14
County of Hastings	1	....	1	County of Victoria	....	....	....
" Huron	2	3	5	" Waterloo	....	1	1
" Kent	1	3	4	" Welland	....	....	....
" Lambton	1	2	3	" Wellington	....	....	....
" Leeds	3	1	4	" Wentworth	....	1	1
" Lanark	1	....	1	" York	2	1	3
City of London	1	....	1	District of Parry Sound	....	....	....
County of Middlesex	....	1	1	Quebec	1	....	1
District of Muskoka	....	2	2	Manitoba	1	4	5
" Nipissing	2	....	2	Saskatchewan	2	1	3
City of Niagara Falls	....	....	....	Alberta	1	....	1
County of Norfolk	....	1	1	British Columbia	3	....	3
" Northumberland	1	....	1				
				Totals	51	54	105

Ontario School for the Blind

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1914, COMPARED WITH THE PRECEDING YEAR.

Item No.	Service	31st October, 1913			31st October, 1914		
		Total expenditure, 1913.	Yearly cost Average, 99	Weekly cost Average	Total expenditure, 1914	Yearly cost Average, 103	Weekly cost Average
		$ c.	$ c.	c.m.	$ c.	$ c.	c.m.
1	Medicine and Medical Comforts.	112 21	1 13	2 0	195 06	1 89	3 5
2	Butchers' Meat, Fish and Fowl .	2,379 83	24 04	44 5	2,835 08	27 53	51 0
3	Flour, Bread and Biscuits.....	527 35	5 33	9 8	449 09	4 36	8 1
4	Butter and Lard.....	1,535 49	15 51	28 7	1,760 80	17 10	31 6
5	General Groceries.....	1,560 60	15 76	29 0	1,659 24	16 11	29 8
6	Fruit and Vegetables	212 52	2 14	3 9	327 35	3 18	5 9
7	Bedding, Clothing and Shoes	135 43	1 37	2 5	112 90	1 10	2 0
8	Fuel—Wood, Coal and Gas	6,476 82	65 49	121 0	3,880 54	37 67	69 7
9	Light—Gas and Electric	1,047 99	10 59	19 6	1,017 52	9 88	18 3
10	Laundry—Soap and Cleaning....	396 35	4 00	7 4	421 60	4 09	7 6
11	Furniture and Furnishings	460 80	4 65	8 6	689 58	6 69	12 4
12	Farm and Garden — Feed and Fodder	580 83	5 87	10 7	759 11	7 37	13 6
13	Repairs and Alterations.	908 58	9 18	17 0	1,162 32	11 29	20 9
14	Advertising, Printing, etc.....	755 31	7 63	14 1	795 26	7 72	14 3
15	Books, Apparatus and Appliances	772 93	7 81	14 5	1,213 86	11 79	21 8
16	Miscellaneous—Unenumerated...	1,092 71	11 04	20 4	1,417 17	13 76	25 5
17	Pupils' Sittings in Church.....	200 00	2 02	3 8	200 00	1 93	3 6
18	Rent of Hydrants.....	160 00	1 62	3 0	160 00	1 55	2 9
19	Water Supply	460 88	4 65	8 6	450 85	4 38	8 1
20	Salaries and Wages.....	23,272 80	235 10	435 4	24,227 41	235 22	435 7
21	Special—						
	Repairing Pianos and Organs..	90 15	91	1 7	223 55	2 17	4 0
	Hardware, etc.....	51 06	52	9	393 57	3 82	7 1
	Workshops—Willow Dept.....	441 26	4 46	8 2	549 17	5 33	9 9
	" Sloyd & Hammock Dept.	.....	.....	.....	71 94	70	1 3
	Engineer's Supplies	241 08	2 43	4 5	178 32	1 73	3 2
	Models and Tools for Pupils....	183 10	1 85	3	171 25	1 66	3 0
		44,056 08	445 10	820 1	45,322 54	440 02	814 8

Certified correct,
G. H. RYERSON,
Bursar.

THE HONOURABLE WILLIAM HOWARD HEARST

PRIME MINISTER OF ONTARIO

ANNUAL

Archæological Report

1914

BEING PART OF

Appendix to the Report of the Minister of Education, Ontario.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.

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1914.

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29-37 Richmond Street West
TORONTO

PRESENTATION

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,
Minister of Education.

Sir,—In presenting you with this, the Twenty-sixth Annual Report of the Ontario Provincial Museum, it affords me much pleasure in stating that this year has been a very prosperous one. The number of specimens added to the Museum since the last Report are 2,550.

Increased space is greatly needed to exhibit what we have stored. We are indebted during the past year to A. M. Kennedy, Esq., Weston; Col. G. E. Laidlaw; Mrs. Minnie Graburn, Toronto; E. R. Steinbrueck, Mandan, N.D.; T. R. Mayberry, Esq., M.P.P.; J. P. Hall, Esq., Brown's Town, Jamaica; Mrs. W. A. Orr, Los Angeles; John Ross Robertson, Esq.; L. D. Brown, Esq.; C. A. H. Clark, Esq., and others.

I have the honour to be,

Sir,

Your obedient servant,
Rowland B. Orr,
Director.

Toronto, Dec. 30th, 1914.

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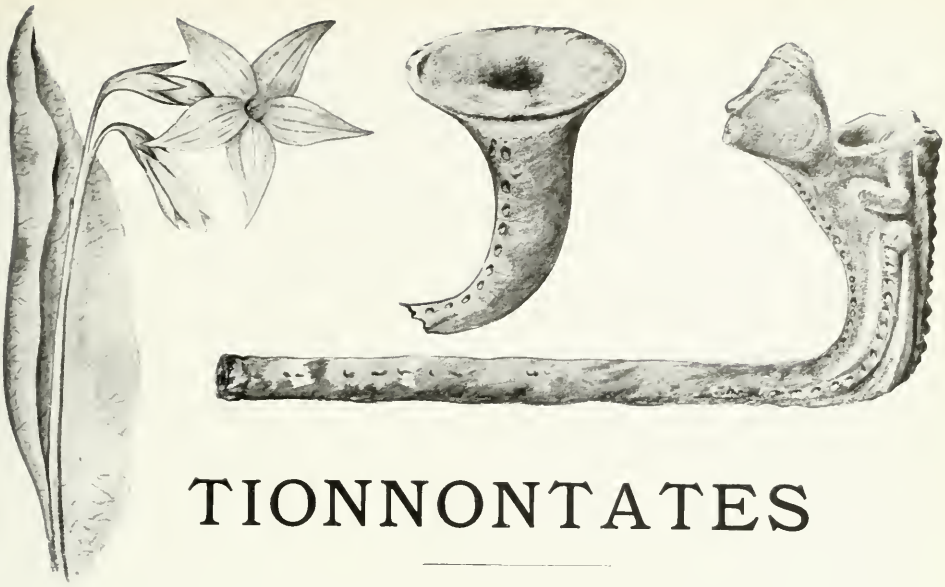
"With regard to my theory on the relatively recent period of American civilization and its Toltec origin, I am far from being the first in upholding it, since Stephens and Humboldt affirmed it some fifty years ago, whilst all the ancient chroniclers implied it. Is ancient Egypt less interesting because her MSS. are now read and her origin known? Why then should the people who raised the American monuments be less deserving of our regard, because they built them ten centuries sooner or ten centuries later? Does it alter the character of the monuments or destroy an art unknown to us hitherto? The question of first origins has always seemed to me an idle pursuit; and if the evolutionist doctrine is true, a perfect moral microscope would be required to reach the remote past of man, whose countless generations, scattered in every clime, go back to the dark period when our rude progenitors were hardly distinguished from the brute creation."—"The Ancient Cities of the New World," Désiré Charnay.



TIONNONTATES

THE PETUNS OR TOBACCONATION OF NOTTAWASAGA LOWLANDS

Before entering upon a brief history of the Petuns or the Tobacco Tribe, whose hunting grounds, in the fifteenth century, covered the lands now included in the counties of Grey and Bruce, it may add something of value to our article if we give a preamble epitomising the lives of Champlain and the Franciscan priest, Joseph Le Caron, who were the first white men to visit the Tionnontates and record their impressions of the unfortunate tribe and its regional habitats.

Samuel De Champlain.

Samuel de Champlain, soldier, colonizer, and navigator, was born in the year 1570 at Brouage, a picturesque little town in the department of Saintonge, France. In his youth he took service with a cavalry troop and served for a time in the wars conducted by Henry IV, King of France.

The career of a soldier did not appeal to him and he left the Service and became a mariner. In his "Les voyages du Sieur de Champlain" he tells us: "Navigation seems to me to occupy the first place. By this art we obtain a knowledge of different countries, regions, and realms. This is the art which induced me to explore the coasts of a portion of America, especially those of New France." In January, 1599, he sailed to Mexico, the West Indies, and Panama. On his return he wrote the record of his cruise, illustrating it with charts, etc. In March, 1603, he made his first voyage to Canada, charting the Gaspian Coast and the St. Lawrence River up to the falls of St. Louis. In May, 1604, with De Monts, he explored the coast of Nova Scotia and founded a colony at Port Royal. He returned to France in 1607, but sailed the next year for Canada and laid the foundation (1608) of the City of Quebec. In 1609 he discovered Lake Champlain

Champlain.

Samuel de Champlain.

when he accompanied a war party of Hurons and Algonquins on an expedition against the Iroquois. In October, 1612, he was made Lieutenant-Governor of New France.

In the year 1611 he continued his exploration of the St. Lawrence and broke ground for the erection of a building at Place Royale, on the site now covered by the City of Montreal. In the year 1613 he explored the region above Sault Saint Louis, visiting "Les Gens de Terre," "Les Tetes de Boules," tribes of the Gatineau and the River Rideau and visited the Chaudiere Falls and the Algonquins of Allumette Island.

In the year 1615 he ascended the Ottawa, which he calls in his journal "Le Riviere des Algonquins," descended French River and skirting the shore of Georgian Bay joined at Carhagouha (Township of Tiny) Father Le Caron, the Récollet, who, with twelve Frenchmen had reached the Huron Country a few days in advance of Champlain. Returning from an expedition against the Iroquois, he passed the winter 1615-16 with the Hurons, visiting with Le Caron the Petuns or Tobacco Nation, whose hunting grounds lay to the south-west of the Hurons in the present Counties of Grey and Dufferin. He then crossed into the lands of the *Cheveux Relevés*, a Chippewa sub-tribe, afterwards known as the Mississaugas, and other Algonquin families.

On May 20, 1616, accompanied by Algonquins and Hurons he descended to Quebec, from which town he sailed for France, arriving at Honfleur September 10th. He soon returned to Quebec and passed the remainder of his life in building up his Colony. On Dec. 25th, 1635, Champlain died in Quebec City, where a splendid monument commemorates his explorations and achievements.

The Abbe Ferland, Bancroft, Dionne, Garneau and Parkman are unanimous in their appreciation of the splendid qualities of head and heart which earned for Champlain an honourable and conspicuous place in modern history. Rochemonteix calls him a "providential man" and Charlevoix in his "Histoire de la Nouvelle-France" writes: "What we most admire in him are his fidelity to his great undertakings; his intrepidity when confronted with serious danger, his ardent and disinterested zeal for his country, his scrupulous regard for honour and uprightness, and above all, his heart, which was more concerned for the welfare of his friends than for his own interests."

He was a painstaking and voluminous writer. He bequeathed to us the following works: "Bref discours des choses plus remarquable que Samuel Champlain de Brouage a reconnu aux Indes Occidentales"; "Des Sauvages, ou voyages de Sieur de Champlain fait en l'an 1603"; "Les Voyages de Sieur Champlain Xaintcongeois"; "Voyages et discourvertures en la Nouvelle-France depuis l'année 1615 jusques à la fin de l'année 1618"; "Les voyages de la Nouvelle-France Occidentalle faits par le Sieur de Champlain depuis l'an 1603 jusques en l'année 1629"; "Traitè de la Marine et du devoir d'un bon Marinier": His writings in six volumes, edited by Abbè C. H. Laverdiere, were published in the year 1870, under the auspices of the Faculty of the University of Laval, Quebec. The learned Abbé prefaces the first volume with an illuminating dissertation on Champlain, his triumphs, voyages and explorations. In the Laval Edition the account of Champlain's visit to Panama and Mexico is not inserted. His last work published in 1632 is by Sieur de Champlain, Captain of the King's Marine Service; and all the discoveries made by the same from 1603 to 1629. His explorations in Canada ended in 1616.

Landing Place of Champlain. Dugas Bay, Trout Lake, Portage to Lake Nipissing.

Joseph Le Caron.

As the honour of being the first missionaries to enter the Maritime Provinces belongs to the Jesuits who came to Canada in 1611, so the distinction of being the first to preach Christianity to the tribes west of Quebec rests with the Franciscans.

Answering the invitation of Champlain three priests of the Recollets, John D'Olbeau, Denis Jamay, Joseph Le Caron, and Pacific Duplessis, a lay brother, arrived at Quebec in the month of June, 1615. The Recollets, called also "Fathers of the Strict Observance," opened their first establishments in Paris in 1605. Henry IV., Louis XIII., and Louis XIV., favoured them particularly. Louis XIV. appointed Recollets chaplains to his troops and founded a monastery for the community in 1678 near his royal residence at Versailles.

Immediately after their installation they divided between them their missionary allotments. Jamay was appointed Commissary General, remaining at Quebec, where he devoted himself to the spiritual demands of the colonists. D'Olbeau departed for the Saguenay tribes to winter with the Montagnais, and Father Le Caron set out, in the summer of 1615, for the Huron hunting grounds in western forests.

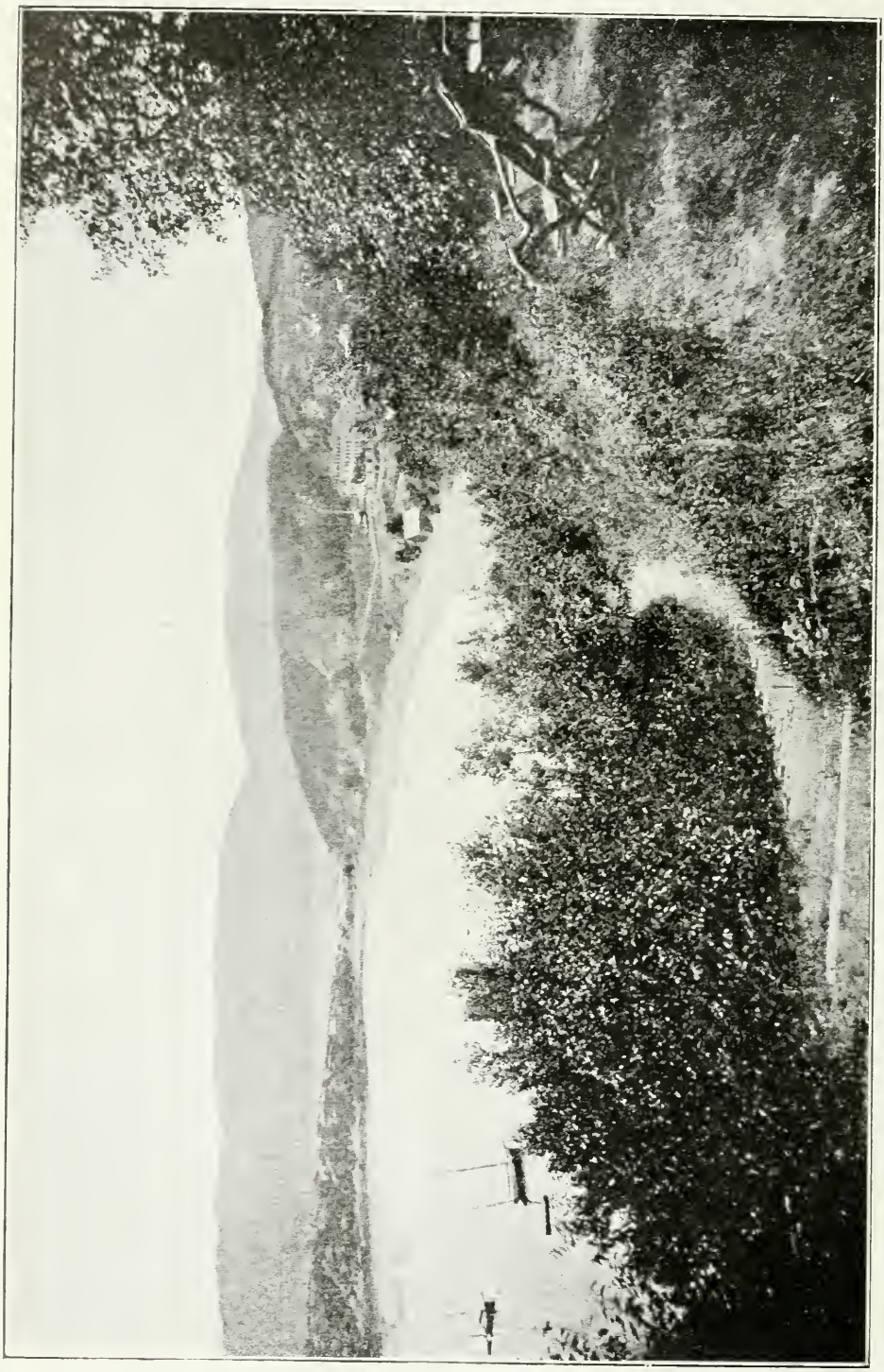
Joseph Le Caron, according to an entry in the "Martyrology of the Recollets for the Province of Saint Denys" was born in the suburbs of the City of Paris in the year 1586. Soon after his ordination to the Priesthood he was appointed Chaplain and Preceptor of the Duke of Orleans. Resigning his position after the demise of his Royal Patron he became a member of the Community of Recollets in 1610, and took the three vows of Poverty, Chastity and Obedience in 1611. When in 1614 Champlain appealed to the Recollets in France for missionaries for Canada, Le Caron cheerfully volunteered for the service and with his three companions sailed with Champlain from the Port of Honfleur, April 24, 1615. The ship anchored at Tadoussac May 25, of the same year.

On July 7, in company with a band of Hurons and Algonquins of the Ottawa the zealous priest left Sault St. Louis and began his wondrous voyage of seven hundred miles to the great lake of the Hurons. With his swarthy companions he entered, early in August, the Bay of Matchedas and late in the afternoon was hospitably received and entertained in the Huron town of Caragouha (Township of Tiny). A few days after his landing he was joined by the intrepid Champlain.

In the winter of 1616 Champlain and Le Caron visited the Petuns or Tobacco tribe, (Bruce and Grey Counties), where Le Caron was coldly received and his expectations unrealized. Here is what Sagard (History of Canada, page 42) records of his reception: "The Missionary now visited the tribe of the Petuns where he encountered more disappointment than consolation: these barbarians extended to him no welcome nor manifested any signs that his visit was agreeable to them."

Returning to the villages of the Hurons, Le Caron passed the winter among them instructing the adults, catechising the children and teaching to all the rudiments of civilization.

On the morning of May 20, 1616, he left for Quebec with Huron traders who set out from Carhagouha with canoes loaded with skins and peltries for the fur market at Three Rivers. On July 20, he sailed with Champlain for France, returning, April 11, 1617. When in France he was made Superior of the missions of New France. He now fixed his residence at Quebec, visiting Tadoussac, at the mouth of the Saguenay River, where for six years each winter he devoted himself to christianising the Montagnais Indians and those who came to trade from



Tadoussac.

the Mistassini region. In 1623 he was joined by two missionaries of his order who had come from France to assist him. One of these was Gabriel Sagard Theodat—commonly known as Sagard—historian of the Huron missions. The other was the priest, Nicolas Viel, drowned in 1625.

Accompanied by his two companions Le Caron again left (July, 1623) for the Huron country, and in August safely reached the Huron village of Carhagouha. Here Le Caron, assisted by Viel and Sagard, completed his dictionary of the Huron language. In June 1624, escorted by two hundred Hurons and a flotilla of sixty canoes loaded with mink and beaver skins, Father Le Caron departed for Quebec and the following year sailed for France. In 1626, with Champlain, he returned to Quebec, where he resided until 1629, in which year he resailed for France, where he was appointed Superior of the Monastery of the Recollets at Sainte Marguerite in Normandy. The brave and zealous priest, stricken by an infectious disease contracted while waiting on the sick, died at Sainte Marguerite, March 29, 1632, in the forty-sixth year of his age. Father Le Caron was a priest of large endowments. He spoke fluently the Huron and Montaignais languages, dictionaries of which he compiled and dedicated to the King of France. ("Necrology of the Recollets," Manuscript numbered 13875, National Library (Paris) Cf. also Sagard, Le Clerque, Gilmary shea.)

Tionnontates—the Petuns or Tobacco Nation.

In the year 1648 Iroquois warriors, chiefly Senecas and Mohawks, invaded Huron territory and on the morning of July 4th attacked and captured the frontier town of Teanaustayae standing on land within what is now the Township of Medonte, Simcoe County. Here the Jesuits had established the mission of St. Joseph with Father Antoine Daniel in charge. When the Iroquois stormed the town, its fighting men were miles away hunting and trapping, and only old men, women and children were in possession. After slaughtering the men, women and infants at the breast, they set fire to the village and began their homeward march to the Seneca towns, dragging with them seven hundred prisoners reserved for torture or adoption. The missionary Daniel was shot to death and his body thrown into the fire.

Early in the next year, 1649, the enemy returned, captured and burned two more Huron towns, slaughtering the inhabitants and filling the country with consternation and fear. This campaign led to the ruin of the Huron Confederacy of which the Khiontatehronon or Tionnontates formed an integral part. The Tionnontates, known to the early French and Recollet missionaries as the Petuneux or Tobacco Nation (Bressani-Martin, Ed. page 184, Relation 1648) had at the time of the incursion of the Iroquois their villages and hunting grounds in Nottawasaga Township, in the forests of the Blue Hills and occasionally in the Mountains of Saint John.

At the time of Champlain's and Le Caron's visit to them in 1616 they occupied lands in Bruce and Grey Counties, stretching from the mouth of the Saugeen River in the west to the lowlands of Nottawasaga Township. In a relentless war waged against them in the years 1636-38 by the Nascontens and their allies the Potawatomies and Sauks they were driven from their own territory to the lands bordering the western shores of Nottawasaga Bay and the slope of the Blue Hills.

When the Iroquois raided the Huron territory in 1648-49 the Petun country lay to the west of Huronia proper, extending westward from the hills of Nottawasaga Township, Simcoe County, to the shores of Lake Huron and northward to

Cape Hurd. (Jones—"Huronia," page 228.) They were a sedentary people included among those tribes whom Sagard called the nobility of the land. "They and the other sedentary tribes may be regarded as the nobles of the Country. The Algonquins are the bourgeois (commoners) while the poor and wretched are represented by the Montagnais." (Sagard—H. du C., Ed. 1636.)

Their social and political institutions were founded strictly on blood kinship. Their dwellings or lodges were constructed of saplings and bark, were long and narrow, having eight or ten fires in each lodge and a specified number of families to each fire. These lodges were collected into villages and towns, palisaded and fortified when facing the enemies' frontier. They depended for their sustenance on

Site of Ste. Marie on the Wye.

horticulture and the chase. On the patches of ground which they cleared by burning or girdling the trees, they raised large supplies of corn for winter use, squashes, sunflowers for oil, beans of many varieties, and excellent tobacco for trade and home consumption. They were skilled hide-dressers and tanners. These skins and pelts served them for rugs, moccasins and raiment. When in 1640 the Jesuit Fathers opened among them the Missions of St. Joseph (Etharita) and St. Mathias (Ekarenniondi), the Tionnontates lived in nine villages inhabited by members of the clans of the *Deer* and the *Wolf* into which the nation was divided. The two clans numbered about fifteen thousand souls. Etharita or St. John of the Tionnontates, the capital of the Wolf clan, was probably near the Blue Hills in Grey County, and Ekarenniondi or St. Mathias, the principal town of the Deer clan, was somewhere in Nottawasaga Township, Simcoe County. The two villages would

probably number a thousand families. When Etharita was destroyed by the Iroquois on December 7th, 1649, Father Garnier, the missionary, was shot and tomahawked. This village lay nearest the frontier and was the only one of the Tionnontates destroyed by the enemy.

Migrations of the Tionnontates.

A people who have no literature have no tribal or national memories or records of the past. "Our Indians," writes the late Archbishop Taché, of St. Boniface, N.W.T., in 1868, "have no chronicles, no annals, no written monuments, nor records of any kind whatever." That this assertion bearing upon the conditions of the tribes of the Northwest applies to savages the world over we know from the writings of travellers and explorers of every age. "I could find no monuments or marks of antiquity among these Indians," writes Charles Waterton, the explorer. "I have seen nothing amongst these Indians which tells me that they existed here for a century: though for aught I know to the contrary they may have been here before the Redemption. Were I by chance to meet the son of the father who moulders here he could tell me that his father was famous for slaying tigers and serpents and caymen, and noted in the chase of the tapir and wild boar, but that he remembers little or nothing of his grandfather." (Wanderings in South America—London, 1839, p. 178.)

Defining in particular the position of the Indians of America, with reference to the knowledge we have acquired of them, we note that different fortunes have accompanied different tribes in their antecedents. Some parts of the eventful course of the race have been happy enough to find historians, as among the Astecs of Mexico and the Mayas of Yucatan, who wrote reports of the events of their times. Such reports give us what is called documentary or monumental history.

But there are families of the race which lie outside of the margins of any local records. Their deeds and their past are unrecorded. Their records and their lives are like the portions which the Chinese comprise in their Annals, but which they expressly designate "Parts outside of History." Such unrecorded antecedents of the American Indian are embraced in the enigmatical words "Prehistoric America." So far as our information extends the tribes of the Canadian Wilderness before the coming of Jacques Cartier were as if they were non-existent. Their history is a blank and the events in their lives are buried beyond the hope of resurrection.

To speculate, then, on the original habitat and migration of the Huron-Iroquois and affiliated tribes is a waste of valuable time. That a tribe speaking the Huron language was in possession of the Island of Montreal when Jacques Cartier landed there in 1535 is now admitted by writers interested in the early history of the Huron-Iroquois. The tobacco pipes discovered there in 1863 when compared with those unearthed in Nottawasaga and now preserved in our Archæological Department indicate a Petun handicraft.

Horatio Hale, whose familiarity with the Huron-Iroquois dialects constitutes him an authority, tells us that the language of the Petuns was the parent tongue of the Huron and Iroquois. (Hale, "Indian Migration," page 33.)

This statement gives us more than a hint that the Petuns were the primitive stock from which sprang all the tribes speaking the generic language. If, as the ethnologist Mooney contends, tradition and history alike point to the St. Lawrence region as the early home of the Hurons, then we are free to assume that the Tionnontates were the last of the Hurons to move west and south. They were

probably moving by easy stages towards the west to join their countrymen when Cartier met them at Montreal. They probably took the Ottawa route as they were the last to break camp down by the sea, they were also probably the last to enter the west, where they settled in the county of Simcoe near the grounds of their kinsmen, the Ouendats or Hurons. They were not long in posesssion of their new lands when according to the Relations of 1640, they attacked or were attacked by the Ouendats. They then moved further north into the Bruce Peninsula, and parts of Grey County, where they were when Champlain and Le Caron visited them in 1616. We now enter upon a time when henceforth the Canadian tribes will find historians. We will begin to know the important events of their lives from the faithful reports of men living, observing and writing at the time these events happened, or within a reasonable and speaking distance of men who dwelt among them and orally recorded what they saw or heard.

"The country of the Petuns, previous to their last war with the Mascoutens, extended as far west as the mouth of the Saugeen and as far north as the township of St. Edmonds and Lindsay." (Fr. Jones "Huronia," p. 219.) From these lands the Tionnontates waged a bloody and ruthless war with the Mascoutens, called by the French "The Nation of Fire." The Mascoutens were a powerful Algonquin tribe dwelling in lower Michigan, or according to Sagard, nine or ten days' journey west of the southern end of Georgian Bay. (H. du Canada, p. 194, 1886.) Conquered by the enemy the Tionnontates fled to the protection of their Huron kinsmen and were permitted to occupy lands in parts of Grey and Simcoe Counties, known to-day as the region of the Blue Hills in Mulmur and Nottawasaga Townships. In these lands they were settled when the Jesuit Fathers opened missions among them and reported a population of about fifteen thousand (Rel. 1640). They were called Petuns and Petuneux by the French because of their abundant and well cultivated fields of tobacco. Petun was their word for tobacco and the French found the word more easily pronounced than Khiontateronon their proper name. "To the west," writes Bressani in his history, "live the tribes which we call the Nation of Petuns, because they raised abundant crops of tobacco to which the savages give the name of Petun." (Martin, Ed. p. 13.)

The word Petun we are told by the Bureau of American Ethnology is of Tupi origin and is still found among the dialects of that tribe in Brazil. The word clung to the plant and followed its migrations from the distant south to the shores of the Georgian Bay. Possibly in the remote past, the northern Indians in their wanderings from southern lands—for their colour indicates a southern origin—may have brought the name and the seeds of the plant with them. Among the Petuns, as among the other Huron-Iroquois tribes, tobacco bore a sacred character. It was used in their ceremonial rites and in the opening of treaties among themselves or among other nations. It was ceremonially utilized in the curing of certain diseases: it was smoked to propitiate the Manitous or Oki haunting dangerous places: to ward off evil and invite good luck. The plant when gathered by the Petuns and intended for home consumption was carefully dried, was then broken into small pieces or pulverized and preserved in deer skin pouches, often elaborately brocaded and ornamented.

Flight of the Tionnontates.

The defeat of the Hurons by the Iroquois and the indiscriminate slaughter of the men, women and children of their own town Etharita broke the courage of the Petuns. For the next fifty years their history is a pitiful record of intense sufferings, of defeats, of famine and flight from pursuing enemies. The reverses

sustained by the tribe, the gl[illegible]y forest through which it opened a path, the foe ever doggedly hanging to its [illegible], and the hardships that became a part of its very existence, invest its exodus with melancholy interest. Joined by a remnant of Hurons, who had fled to them for refuge, the Petuns abandoned their country and by weary wanderings over land and water at last found shelter (1652) at Mackinaw, the Michilimackinac of the Algonquins. The Iroquois with the scent and pertinacity of hounds followed them and forced them to take refuge on Noquet Island near Green Bay, Wisconsin, where the Jesuit Fathers had established among the Potawatomi the mission of St. Michael. Their stay here was limited to a few months. By the "Journal des P.P. Jesuits," we are informed that in 1653 they were with the Algonquins and wintered at Teaontorai, an Algonquin village seventy or eighty miles south of Sault Sainte Marie. Late in the same year they were joined by a fugitive band of *Neutrals* and formed an alliance with the Ottawas, the *Chereux Relevés*—"Standing Hairs"—of Champlain's time who were driven north by the Iroquois. (Note No. 1.) In 1659 Radisson, trader and voyageur, tells us he met them in the marsh lands near the source of the Chippewa River, Wisconsin, and that they were miserably poor. (Note No. 2.)

With the Ottawas the Petuns now roamed into the territory of the Dacotahs; driven from here after a stubborn fight they retreated to the head waters of the Black River, a tributary of the Mississippi. Hearing that the Jesuit missionary, Father Menard, was at Keweenaw Bay, they sent messengers, July, 1661, imploring his help in their misery. The generous priest answered their appeal and perished of hunger in the forests when on his way to the Black River. Leaving the Black River, the Petuns and Ottawas, threatened with starvation, finally arrived at Chegoimegon (now Bayfield, Wis.) where the Jesuit priest Claude Allouez came to their assistance and gave to their village the name of "La Pointe du Saint Esprit." With the Ottawas the Petuns now organized an expedition against their neighbors, the Sioux of the east. Perrot in his "Memoire," p. 88, tells an extraordinary story of the capture and defeat of the Petuns. It appears that the particular abode of the Sioux was surrounded by lakelets and marshes, where wild rice grew everywhere four or five feet above the water. On one of the islands the Ottawas and Petuns entrenched themselves and prepared an attack on the enemy.

The Sioux, to the number of three thousand, surrounded the island. Their numbers overawed the one hundred Petun and Ottawa warriors, who determined to escape in the darkness of the night. The rice fields favored their flight, but the Sioux anticipating their intent stretched nets with little bells attached from islet to islet. When the Petuns and Ottawas began to make their escape through the rice fields, the nets held them, the bells rang and the tomahawks of the Sioux did the rest. They were all killed or captured; one man only, who was called "The Frog" made his escape.

Discontented with their life at Chegoimegan and fearing reprisals on the part of the Sioux, the Petuns or Tionnontates, as they were now called, returned to the Island of Mackinaw.

With the Ottawas who followed them to Mackinaw they formed an alliance with the Potawatomies and the Algonquin tribes of Sauk and Foxes and renewed their war on the Sioux. After a disastrous campaign they returned to Mackinaw

Note No. 1.—"The Hurons and the Ottawas formed an alliance with one another in order to oppose with one accord the fury of the Iroquois, their sworn enemy." Hennepin-Louisiana, p. 101.

Note No. 2.—"He calls them by their tribal name, Kionontateronons (Okhionontatehron, Rel. 1635-1640)." "Voyages," Pierre Esprit Radison, 1652-84, p. 147.

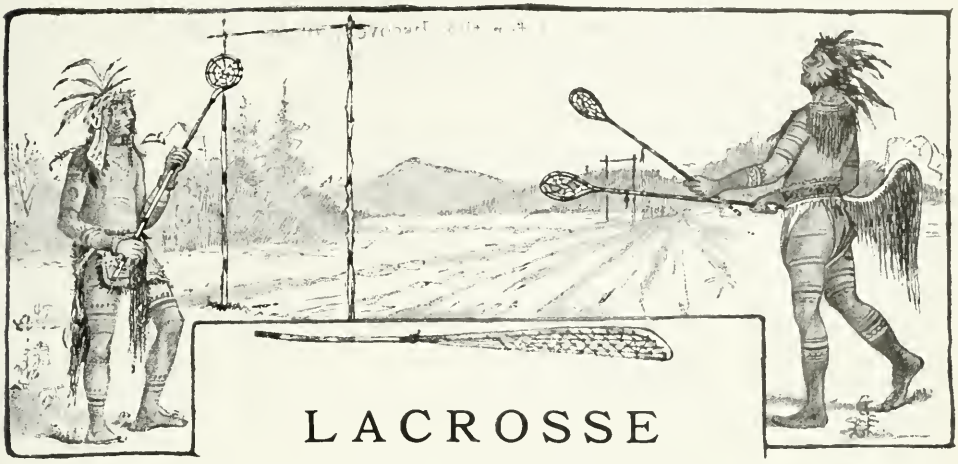
Island, then moved to the mainland, where they built the fort and village from which Marquette and Joliet set out for the discovery of the Mississippi, May 17, 1673. From the year 1690 until their removal to Kansas the Petuns or Tionnontates became known in documentary history as Wyandots. They broke up into fragmentary divisions and these divisions are hard to follow. With the exception of twenty-five members, the Petuns removed from Mackinaw to Detroit in 1702 on the invitation of De Le Mothe-Cadillac. From Detroit a band of them crossed the river and settled at Sandwich: another band went to Sandusky (1751) where they increased in numbers and according to Charlevoix, became the leading tribe of the Ohio region, and the privileged fire lighters of the confederated tribes. Father Emanuel Crespel, who was Chaplain to De Ligneris at Fort Niagara, tells us that in 1728 he went as chaplain with four hundred soldiers on an expedition against the Ottogamis or the Renards (Foxes) and that the French soldiers were accompanied by Huron-Petuns, Nipissings and Ottawas to the number of eight hundred. (P. Manuel Crespel "Voyages" p. 39, Frankfort, 1742.)

Many of the Petun warriors from the Detroit band were present at the great treaty of 1761, when Sir William Johnson made an alliance with the tribes which turned their tomahawks against the "American Rebels." The Sandusky-Petuns, who formed the overwhelming majority of the tribe, refused to enter into the alliance. Many of the Detroit and Sandwich Petuns became incorporated with the Iroquois and lost their tribal identity. In 1842 all the Petuns in the United States territory were rounded up and settled on a reservation in the State of Kansas.

In 1892 they were removed in a body to the Indian Reservation, Oklahoma, U.S., where they now remain, numbering, according to the last census, three hundred and sixty-eight souls. In all their wanderings and reverses they retained, and still retain, their tribal identity and their hereditary Chieftaney.

Briefly then, the Petuns flying from the vengeance of the Iroquois sought protection from the Algonquins of Michilimackinac. Driven from here by the Mohawks and the Senecas they fled to Green Bay, Wisconsin: from here they went to Teaontorai: then to the lands around Lake Pepin, intruding on the Sioux hunting grounds. Driven from here they found shelter at Chegoimegan, Wis. In time the main body returned to Mackinaw and a band of them sailed to Manitoulin Island, rejoining in a few months the Mackinaw party. Leaving Mackinaw they descended to Detroit: then they are found in scattered bands at Niagara, Sandwich and other places. The tribe as a body now settled at Sandusky, from which place they were removed by the United States Government to the Kansas reservation and finally to the Indian Territory, now the State of Oklahoma, where with the remnants of five other tribes they are protected and partially supported by the United States Indian Department.

NOTE.—Parkman states in his "Oregon Trail," page 4, that he met a party of Wyandots, when on his way to Fort Laramie in 1846, dressed like white men.



"BAGGATIWAY" or "LE JEU DE LA CROSSE"

Lacrosse, now a favorite game among the athletes of many countries, and long adopted as the national game in our own fair Canada originated with the aborigines of North America. They played the game when our Druid ancestors at Stonehenge on Salisbury Plains were performing their religious rites (serpent worship) in their ancient temple, the ruins of which still remain. On these same plains our Canadian soldiers are now bivouacked.

Nor is there lacking the strong probability it was played long ago in Europe. For Mahaffy, in his "Old Greek Education" (p. 18), has recorded: "As if to make the anticipations of our games more curiously complete, there is cited from the history of Manuel, by the Byzantine Cinnamus (A.D. 1200), a clear description of the Canadian lacrosse, a sort of hockey played with rackets: Certain youths, divided equally, leave in a level place, which they have before prepared and measured, a ball made of leather, about the size of an apple, and rush at it, as if it were a prize lying in the middle, from their fixed starting-point (a goal). Each of them has in his right hand a racket (*ῥάβδον*), of suitable length, ending in a sort of flat bend, a middle of which is occupied by gut strings dried by seasoning, and plaited together in net fashion. Each side strives to be the first to bring it to the opposite end of the ground from that allotted to them. Whenever the ball is driven by the *ῥάβδοι* (rackets) to the end of the ground, it counts as a victory."

He adds in a footnote: "I do not know whether so late an authority is valid proof for the early Greek origin of a game. Most certainly the polo played at Constantinople at the same time came from an equestrian people, and not from the Greeks."

Nicolas Perrot, the most noted of the Canadian *coureurs de bois*, spent most of his life among the western tribes. In 1665 little more than half a century after the founding of Quebec we find him living among the Indians and in his *Memoire* written some time later he gives one of the early descriptions of this game. Lacrosse was played by the various tribes of the North American Continent from the Athabascian regions of the North to the Gulf of Mexico on the south, and from the Atlantic to the Pacific: and played with all the enthusiasm and "Esprit de Coeur" characteristic of the pre-Columbian races. The game was played with variously shaped sticks—some resembling the modern tennis racket, others with a long handle

curved at the top somewhat resembling the modern lacrosse stick—others were made with a small round curve at the end of the stick. All these were laced with deer thongs or other material of fibre.

In the south a long stick was doubled upon itself, the lower part being laced like our ordinary rackets. The conformation of these crosse sticks varied very much amongst the numerous tribes. From the circular racket at the end of the stick to those resembling our modern lacrosse sticks we find every variety.

The balls used varied in material. The commonest was a wood knot, covered with buckskin; but other balls were made of burned clay, hair, fibre, bone or stone, and covered in such a way as to be most serviceable. The game is distinctly a man's game, as opposed to shinny and double ball which were commonly played by the women. Among the Tionnontates, however, lacrosse is recorded by the Jesuit Missionaries as being played as a remedy for sickness. Lacrosse was played during spring, summer and fall: and usually the players painted and adorned themselves in their most approved style. The game generally began in the afternoon and was usually followed by a dance at night accompanied by a feast.

Previously to a match the players would go through a course of bathing, fasting, and emetics. The contending parties all carried some charm to insure their victory. Shamans were hired by individual players to exert their supernatural powers not only for themselves but also on behalf of their side, and when a noted wizard openly espoused the cause of one of the parties, the players of the other side felt a certain extent disheartened.

Like all other games of the Indians, lacrosse was to the spectators a favorite opportunity for betting, and many would wager and lose all their possessions. There can be no doubt that though the game of lacrosse may have been modified in historic times, it still remains an invention of our aborigines even to the betting upon the game.

Morgan in his "League of the Iroquois" in describing this ball play says: "This game reaches back to a remote antiquity, was universal among the red races and was played with a degree of zeal and enthusiasm which would scarcely be credited.

Baron La Hontan in "New Voyages to North America" (1703) states: "They have a third play with a ball not unlike our tennis, but the balls are very large, and the rackets resemble ours, save that the handle is at least three feet long. The savages, who commonly play at it in large companies of three or four hundred at a time, fix two sticks at 500 or 600 paces distant from each other. They divide into two equal parties, and toss up the ball about halfway between the two sticks. Each party endeavours to toss the ball to their side; some run to the ball, and the rest keep at a little distance on both sides to assist on all quarters. In fine, this game is so violent that they tear their skins and break their legs very often in striving to raise the ball. All these games are made only for feasts or other trifling entertainments; for 'tis to be observed that as they hate money, so they never put it in the balance, and one may say interest is never the occasion of debates among them."

James Adair in his "History of the American Indians" (1775) describes ball playing as their chief and most favorite game; and it is such severe exercise, as to show it was originally calculated for a hardy and expert race of people like themselves, and the ancient Spartans. The ball is made of a piece of scraped deer-skin, moistened and stuffed hard with deer's hair, and strongly sewed with deer's sinews. The ball-sticks are two feet long, and the lower end somewhat resembling the palm of a hand, and which are worked with deer-skin thongs,

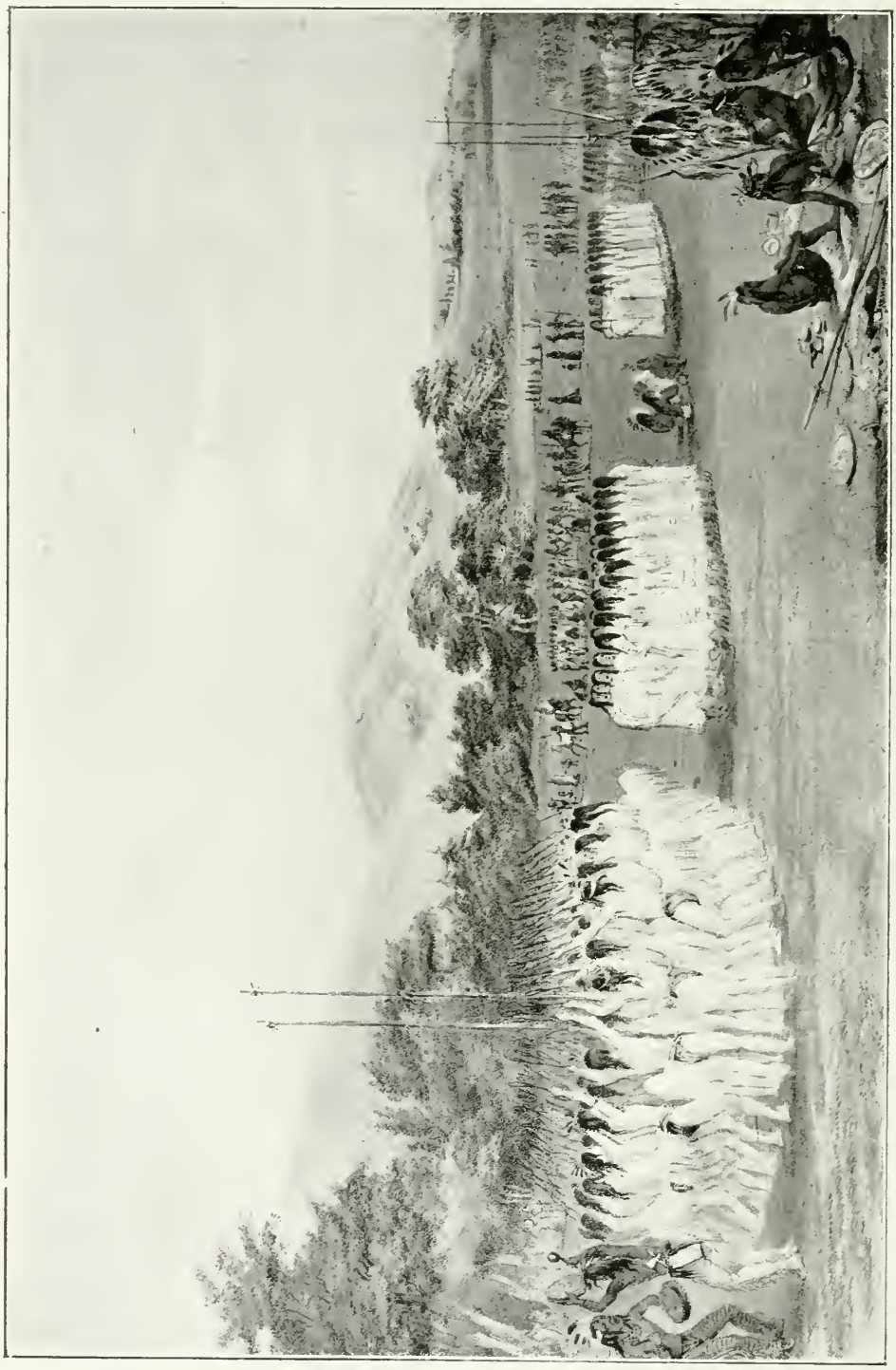
Between these, they catch the ball and throw it a great distance, when not prevented by some of the opposite party, who try to intercept them. The goal is about 500 yards in length; at each end of it, they fix two long bending poles into the ground, 3 yards apart below, but slanting a considerable way outward. The party that happens to throw the ball over these counts 1; but if it be thrown underneath, it is cast back, and played for as usual.

Alexander Henry in his "Travels and Adventures in Canada, 1809" states that "Baggatiway, called by the Canadians le jeu de la crosse, was played with a bat and ball. The bat was about 4 feet in length, curved, and terminating in a sort of racket. Two posts were planted in the ground at a considerable distance from each other, as a mile or more. Each party had its post, and the game consisted in throwing the ball up to the post of the adversary. The ball, at the beginning, is placed in the middle of the course, and each party endeavors as well to throw the ball out of the direction of its own post as into that of the adversary's." Henry also describes a ball game played by the Chippewa and Saukies on the King's birthday (June 4), 1763, at Fort Michilimackinac, through which, by strategy, that fort was taken.

T. G. Kohl in his "Wanderings Round Lake Superior" gives a very fine description of the game. He says: "Of all the Indian social sports the finest and grandest is the ball play. I might call it a noble game and I am surprised how these savages attained such perfection in it. Nowhere in the world, excepting, perhaps, among the English and some of the Italian races, is the graceful and manly game of ball played so passionately and on so large a scale. They often play village against village, or tribe against tribe. Hundreds of players assemble, and the wares and goods offered as prizes often reach a value of a thousand dollars or more. On our island we made a vain attempt to get up a game, for though the chiefs were ready enough, and all were cutting their raquets and balls in the bushes, the chief American authorities forbade this innocent amusement. Hence, on this occasion, I was only enabled to inspect the instruments. They were made with great care and well adapted for the purpose, and it is to be desired that the Indians would display the same attention to more imporant matters.

"The raquets are 2½ feet in length, carved very gracefully out of a white tough wood (hickory) and provided with a handle. The upper end is formed into a ring, 4 or 5 inches in diameter, worked very firmly and regularly, and covered by a network of leather bands. The balls are made of white willow, and cut perfectly round with the hand; crosses, stars and circles are carved upon them. The care devoted to the balls is sufficient to show how highly they estimate the game. The French call it 'jeu de crosse.' Great ball players, who can send the ball so high that it is out of sight, attain the same renown among the Indians as celebrated runners, hunters, or warriors."

Charlevous in his work "Journal d'un Voyage dans l'Amerique Septentrionnale, Paris, 1744," says, referring to lacrosse: "It is played with a ball, and with two staffs recurved and terminated by a sort of rachet. Two posts are set up, which serve as bounds, and which are distant from each other in proportion to the number of players. For instance, if there are eighty of these, there will be a half league between the posts. The players are divided into two bands, each having its own posts: and it is a question of driving the ball as far as the post of the opposing party without falling upon the ground or being touched with the hand. If either of these happens the game is lost, unless he who has committed the mistake repairs it by driving the ball with one stroke to the bound, which is often impossible. These savages are so adroit in catching the ball with their crosses that these games sometimes last several days in succession."



LACROSSE DANCE (*Catlin.*)

Mrs. W. W. Brown in the "Transactions of the Royal Society of Canada" most tersely describes the game as follows: "E-bes-quā-mo'gan, or game of ball, seems to have been the most popular and universal of the outdoor games, and played by all North American tribes. Their legends are more or less indebted to it. Tradition gives it a prominent place in their wonderful mythology. The Aurora Borealis is supposed to be Wa-ba-banal playing ball. Among the Wabanaki it was played by women as well as men, but, with few exceptions, never at the same time and place, as hunters and warriors played ball to gain muscular power, to stimulate their prowess and to augment their fleetness of foot.

"The players formed in a circle, proportionate to the number engaged in the game. Each held a stick called e-bes-quā-mo'gan-a-tok. This was made of some flexible wood, about 3 feet in length, crooked to three-fourths of a circle at one end, which was interwoven with stripes of hide after the manner of snowshoes. One man was detached to stand in the centre and on his throwing into the air a chip, upon which he had spat, each one would cry, 'I'll take the dry' or 'I'll take the wet' thus forming opposite factions. The side of the chip which fell uppermost decided which party should commence play. The ball was never touched with the hand, but thrown and kept in motion by the e-bes-quā-mo'gan-a-tok. The gaols were two rings or holes dug in the ground, the distance of the circle of players apart. The game consisted of getting the ball into opponent's goal, and regard for neither life nor limb was allowed to stand in the way of possible success."

Schoolcraft states that "the game usually commences by one of the old men throwing the ball in the air, when all rush forward to catch it in their ball-bats before or after it falls to the ground." He states also that the ball is carved from a knot of wood, or made of baked clay covered with rawhide of the deer. The ball-bat he says is from three to four feet long, one end bent up in a circular form of about four inches in diameter in which is a network made of rawhide or sinews of the deer or buffalo. He says: "The savages have several kinds of games, in which they take delight. They are naturally so addicted to these that they will give up their food and drink, not only to play but to watch the game. There is among them a certain game, called crosse, which has much likeness to our game of lawn tennis. Their custom in playing it is to oppose tribe to tribe; and if one of these is more numerous than the other, men are drawn from it to render the other equal to it (in strength). You will see them all equipped with the crosse—which is a light club, having at one end a broad flat part that is netted like a (tennis) racket; the ball that they use in playing is of wood, and shaped very nearly like a turkey's egg. Each party has its leader, who makes an address, announcing to his players the hour that has been appointed for beginning the games.

"This exercise has much to do with rendering the savages agile, and ready to ward adroitly any blow from a club in the hands of an enemy, when they find themselves entangled in combat; and if one were not told beforehand that they were playing, one would certainly believe that they were fighting together in the open field."

Long's Voyages and Travels amongst the North American Indians during these years describes the game as it appeared to him. "Playing at ball, which is a favorite game, is very fatiguing. The ball is about the size of a cricket ball, made of deer skin, and stuffed with hair; this is driven forwards and backwards with short sticks, about two feet long, and broad at the end like a bat, worked like a racket, but with larger interstices; by this the ball is impelled, and from the elasticity of the racket, which is composed of deers' sinews, is thrown to a great distance; the game is played by two parties, and the contest lies in intercepting

INDIAN LACROSSE GAME (*Catlin.*)

each other, and striking the ball into a goal, at the distance of about four hundred yards, at the extremity of which are placed two high poles, about the width of a wicket from each other; the victory consists in driving the ball between the poles. The Indians play with great good humor, and even when one of them happens, in the heat of the game, to strike another with his stick, it is not resented. But these accidents are cautiously avoided, as the violence with which they strike has been known to break an arm or a leg."

Geo. Copway (Kah-ge-ga-gah-bowh) in the history of his own Nation, the Ojibways, gives an excellent description of the game. "One of the most popular games is that of ball-playing, which oftentimes engages an entire village. Parties are formed of from ten to several hundred. Before they commence, those who are to take a part in the play must provide each his share of staking, or things which are set apart; and one leader for each party. Each leader then appoints one of each company to be stake-holder.

"Each man and each woman (women sometimes engaged in the sport) is armed with a stick, one end of which bends somewhat like a small hoop, about four inches in circumference, to which is attached a network of rawhide, two inches deep, just large enough to admit the ball which is to be used on the occasion. Two poles are driven in the ground at a distance of four hundred paces from each other, which serves as goals for the two parties. It is the endeavor of each to take the ball to his hole. The party which carries the ball and strikes its pole wins the game.

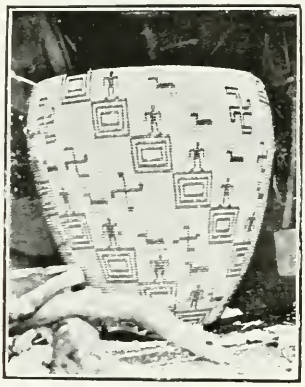
"The warriors, very scantily attired, young and brave, fantastically painted—and women, decorated with feathers, assemble around their commanders, who are generally men swift on the race. They are to take the ball either by running with it or throwing it in the air. As the ball falls in the crowd the excitement begins. The clubs swing and roll from side to side, the players run and shout, fall upon and tread upon each other, and in the struggle some get rather rough treatment.

"When the ball is thrown some distance on each side, the party standing near instantly picks it up, and runs at full speed with three or four after him at full speed. The others send their shouts of encouragement to their own party. 'Ha! ha! yah!' 'A ne-gook!' and these shouts are heard even from the distant lodges, for children and all are deeply interested in the exciting scene. The spoils are not all on which their interest is fixed, but it is directed to the falling and rolling of the crowds over and under each other. The loud and merry shouts of the spectators, who crowd the doors of the wigwams, go forth in one continued peal and testify to their happy state of feeling.

"The players are clother in fur. They receive blows whose marks are plainly visible after the scuffle. The hands and feet are unincumbered and they exercise them to the extent of their power; and with such dexterity do they strike the ball that it is sent out of sight. Another strikes it on its descent, and for ten minutes at a time the play is so adroitly managed that the ball does not touch the ground.

"No one is heard to complain, though he be bruised severely, or his nose come in close communion with a club. If the last mentioned catastrophe befall him, he is up in a trice, and sends his laugh forth as loud as the rest though it be floated at first on a tide of blood.

"It is very seldom, if ever, that one is seen to be angry because he has been hurt. If he should get so, they would call him a 'coward,' which proves a sufficient check to many evils which might result from many seemingly intended injuries."



THE PRE-CHRISTIAN CROSS

VERY REV. W. R. HARRIS, D.D., LL.D.

In the volume embracing the papers read before the International Congress of Anthropology (Philadelphia, 1893) there is a learned disquisition on "Various Supposed relations between the American and Asiatic races," by that eminent anthropologist, the late Dr. Daniel G. Brinton. After reviewing the reckless statements made by a few writers, who endeavoured to find analogies between the Eskimoan and Ural-Altai races and establish an Asiatic origin for the American Indian, Dr. Brinton continues: "But the inner stronghold of those who defended the Asiatic origin of Mexican and Central-American Civilization is, I am well aware, defended by no such feeble outposts as these, but by a triple line of entrenchment, consisting respectively of the Mexican calendar, the game of Patolli, and the presence of Asiatic Jade in America." In conclusion, he declares that: "Up to the present time there has not been shown a single dialect, not an art or an institution, not a myth or a religious rite, not a domesticated plant or animal, not a tool, weapon, game, or symbol, in use in America at the time of the discovery which had been imported from Asia, or from any other continent of the old world."

I may add that this expression of Dr. Brinton's belief is applauded by many eminent American Antiquaries, who, with him, have now abandoned the search for Egyptian, Babylonian, or Chinese influences underlying the ancient civilization of Central and South America as profitless, if not a waste of time.

But is not Brinton's creed too positive and dogmatic, face to face with the bewildering similarities between the cultures of Asia and America? The great German, Von Humboldt, tells us in his "Voyages aux regions Equinoxiales du Nouveau Continent" that he found among the tribes of the Western Continent things and ceremonies similar to what he afterwards saw in parts of Asia. Professor Culin in his paper "America the Cradle of Asia" writes: "We find in America things not only similar to those of Asia, but precisely identical with them." He instances as an example the "Straw Game or Indian Cards" played by the Hurons and among tribes from the Atlantic to the Pacific coast, as identical with the Japanese Yeki and the Chinese Yi. Towards the end of his address he makes this startling statement: "The games of the Eastern Continent—and I speak now of what we know of the remote past—are not only similar to, but practi-

cally identical with those of America, and are not only alike in externals, but in their morphology as well."*

Tentatively we might venture to explain or account for this singular identity by assuming that it was simply accidental, but this assumption can have no standing in the case of other examples cited by Alexander Von Humboldt and Professor Culin. Take for example, the cross, particularly that very ancient and hieratic symbol the Grammata Cross commonly known as the Swastika, the mention of which is so strangely omitted or forgotten by Brinton and Culin.

The symbol which, beyond all others, goes back to the Deluge and, for aught we know to the Garden of Eden, is the cross. Anthropologists and Archaeologists in Europe and America dwell upon its sacredness in many natural religions and have invariably assigned to it a very great antiquity. Nearly all have reverently admitted its origin and symbolic meaning as a great mystery.

In our study of the sacred symbol we will go back to the death of Adam.

The Cross of Seth, Son of Adam.

Before we begin the study of the mysterious Swastika and the singular rites with which this hieratic symbol was intimately associated among nearly all ancient nations and among many tribes of the old world and the new, let us deal reverently with the Cross of the Crucifixion, its origin and vicissitudes. There is a strange legend, found in the Sacred Books of the Copts, originating in the apocryphal last Gospel of Nicodemus—a ruler in Israel who visited Jesus when darkness shrouded Jerusalem. The legendary narrative informs us that when Adam lay sick unto death, his son Seth appeared at the entrance to the Garden of Eden and begged of the Angel with the flaming sword for a small cruse of oil from the Tree of Mercy that he might anoint the eyes of his dying father. By the side of the Angel guarding the entrance to Paradise stood a Spirit of radiant beauty who, moved by compassion for the sorrowing Seth, went to the Tree of Mercy and broke off a small branch of this tree, so intimately identified with Adam's fall: "Your father died when you were on your way here," said the Spirit to Seth, "but return with this branch and plant it at your father's head, and say to Eve, your mother, that when this branch becomes a tree, and is again planted, it will bear one very precious fruit and that when that fruit is taken from the tree, she and Adam will enter into Paradise."

Seth, returned, opened his father's grave and at the head of Adam planted the branch. In time it grew to be a large and very beautiful tree which was standing and fair to look upon in the reign of the great King Solomon. When Solomon was laying the foundations for his wonderful Temple, he thought of the beautiful tree, and wishing to preserve its wood for all time, ordered it to be cut down and sawed into beams for the Holy Building. The workmen felled the "Tree of Seth," but, when they began to cut out the beams, their saws made no impression on it, so, worn out by repeated trials, they stealthily carried it away by night and threw it across a stream where it was used as a bridge.

As the Queen of Sheba was on her way to visit Solomon she came to this brook, but when she was about to step upon the tree-bridge, she stopped, drew back, and, moved by a feeling she could not control, fell upon her knees and refused to cross the bridge. Then when, brought by another road, she was received with great honours by the King of the Jews, a divining Spirit entered into her and she

*This scholarly address was published in *Harper's Monthly Magazine*, March, 1903, pp. 534-540.

prophesied that a time would come when the death of One who would be the fruit of the bridge-tree would end for all time the Empire of the Jews.

Solomon, astonished and alarmed by her prediction, ordered the tree to be taken away and buried deep in the earth.

Many years after the death of King Solomon, when the Queen of Sheba and the tree were forgotten, the Jews made, over the ground where the tree was buried, a pond for washing sheep, called afterwards the Probatica, or the Pool of Bethsaida. At once, because of the sacred wood this pool became wonderful. The sick and those suffering from disease bathed in the water, then an Angel breathed upon the pool and, all at once the water began to be troubled, and the first person who entered into it after the Angel had passed over, received renewed health because of the blessing of the Angel and Seth's tree buried beneath.

Now the morning before Judas betrayed our Saviour, this tree of Seth rose to the surface of the water and was seen floating in the pool by a man named Simon, a Cyrenian. This Simon lifted up the tree from the pool and sold it to a carpenter who, the next day, was commanded to make crosses on which three malefactors were, that afternoon, to be crucified. And one of the malefactors was Jesus of Nazareth. Now from the tree of Seth he made one of the crosses, and this cross was the one that our Saviour, assisted by Simon the Cyrenian, carried from Pilate's Court to Calvary and on which He was crucified, the First and Only Fruit it ever bore.

The Cross of Jesus.

We now reach a period when the legendary dissolves into the historic and makes tradition. After the crucifixion, and while the body of Christ lay in the tomb of Joseph of Arimathea and the bodies of the two thieves were thrown into the Gehenna, the common dumping ground, as food for fire or carrion-birds, the three crosses and the instruments of crucifixion—the nails and ropes—were buried in conformity with a long established custom of the Jews.

When Constantine the Great and Maxentius contended for the Imperial Crown, Constantine worn with fatigue entered his tent one afternoon and sought repose. While he slept he dreamt that an Angel came to his cot, and, placing a hand upon his head, told him to look up. Then the silken covering of the tent disappeared and the Emperor saw a great and luminous cross in the heavens and, immediately over it, in large letters of burnished gold was the inscription: "By this sign thou shalt conquer." Late that night he again saw in a dream the luminous cross and then Christ appeared to him and told him to carry a figure of the cross on his banner and standards.

Constantine summoned his captains to a consultation and made known the vision. The pagan Emperor and his pagan generals agreed that the dream was of happy omen, and that the voice of the Angel and the apparition of the mysterious Jew meant the friendship and aid of a strange god. The following day, on the Imperial Banner, the cross was blazoned and to the Imperial Standard was given the name "Labarum—the Gift of God." When Constantine met the troops of Maxentius at the Milvan Bridge he won a great victory. His soldiers, though nearly all pagans, went into battle carrying the monogram of Christ on their shields. This battle which was fought October 28, 312, led to the conversion to Christianity of Constantine and his mother, and to the downfall of Paganism as the national faith of Rome.

After defeating Licinius in a pitched battle on the plains of Italy, Constantine returned to Rome and issued his famous "Edict of Tolerance," proclaiming

TAU CROSS.
From the Tridentine Missal.

freedom of worship. Hearing that it was the custom of the Jews to bury the wood on which the condemned were crucified, Constantine asked his mother Helena to go with an Imperial retinue to Jerusalem and find, if possible, the cross on which Jesus Christ was crucified. Helena, then eighty years of age, went to Jerusalem and began her search for the true cross. While excavating at "Golgotha—the Place of Skulls"—the diggers came upon the three crosses, but the title board bearing the inscription "Jesus of Nazareth, King of the Jews" was lying at a distance from the crosses and no one could tell to which one of the three it belonged. Macarius, a Christian Bishop, who was standing near, caused the three crosses to be carried, one after the other, to the bedside of a worthy woman who was at the

Ruins of Teotihuacan.

point of death. The woman by the advice of Macarius placed her hand on each of the crosses, and when she touched that on which Christ was crucified, she was immediately restored to health.

After a time Constantine and his mother erected a magnificent Basilica over the Holy Sepulchre which was destroyed by the Turks in the 13th Century.

This then is the tradition handed down to us from the early centuries. It may or may not be true.

Birth of the Cross.

Let us now, before we deal with the Swastika and the commanding symbolism of the cross among the very remote nations of antiquity, glance at the position the cross fills in the Bible, and possibly, trace the origin and the conspicuous position it occupies in the iconography (i.e. images, pictures, etc., of ancient arts and religions) of the early races in the old world and in the new.

In the second chapter of Genesis, verse 10, we read: "And a river went out of the place of pleasure to water Paradise, which from thence is divided into four heads;" which means that the river with its tributaries flowed towards the cardinal points, or east, west, north and south. Here we have the cross. From the time of Adam, who lived one hundred and thirty years, the tradition of the locality of paradise and its four rivers, crossing at right angles, would remain in the memory of his scattered descendants. From them it would be transmitted to their successors, who, forgetting the patriarchal religion of Adam and inventing new forms of worship, would yet retain the traditions of Adamic days though in a mutilated and fragmentary form.

They associated the rivers with fertility and abundance, and, as they now had "fashioned gods unto themselves," they quite naturally gave to the god of fertility and of water the symbol of the four rivers of paradise. In the twelfth chapter of Exodus we read: "And take the blood (of the lamb) and mark the upper door posts of the houses and the lintels." This instruction is given as a command to Moses by an Angel with the voice and in the Name of God, and by Moses delivered to the Chosen People the night before the Angel of Death strikes the first-born "in the land of Egypt both of man and beast." St. Jerome in his dissertation on the 97th Psalm, contends that the mark of blood on the door posts of the enslaved children of Israel took the form of a cross, thus T, the Hebrew Tau, and he is probably right, for as the lamb symbolised our Saviour—the Lamb of God—and the blood, His blood, it was fitting that the cross on which He was to be crucified should appear and establish the symbolic unity of the Triune God.*

Once more, and for the last time before the real cross, the Cross of Jesus Christ, is raised aloft for the Redemption of the human race, the symbol of the cross confronts us in Holy Writ. It is worthy of remark that in this instance, as in the case of the redeemed Israelites, the cross is intimately associated with blood and mercy. This is what we read in the ninth Chapter of Ezekiel, fourth verse: "Go through the midst of the City (God is commanding His Destroying Angel) through the midst of Jerusalem and mark Tau—T— upon the foreheads of the men that sigh and mourn." By the mark of the cross on their foreheads the Angel knew those who suffered and passed them with a benediction.

The Cross of Teotihuacan.

Twenty-seven miles south-east from the City of Mexico, on the way to the sea, are the ruins of an ancient Toltec city covering an area of about two miles. Very

*Our Saviour was crucified on a Tau-T-Cross. The small headpiece bearing the inscription, "Jesus of Nazareth, King of the Jews," was nailed to the transverse beam of the Tau, thus forming what is now called the Latin Cross, thus †. Death by the cross was common among the Syrians, Egyptians, Persians, Greeks, Romans and Jews. Pharaoh's chief baker was beheaded and his body fastened to a cross (Gen. xl: 19). Haman prepared a great cross on which to hang Mordecai (Esth. vii: 10). The Jews do not admit that they crucified living men. They contend that they first put them to death, and then fastened them to the cross by the neck or the hands. But though there are many examples of men thus hung on the cross after death, there are indisputable proofs of living crucifixions in their history. The worshippers of Baal-Peor (Numb. xxv: 4) and the King of Ai (Josh. vii: 22) were hung on the cross alive. Alexander Jannaeus, King and High Priest of Jerusalem, seventy years before the Christian Era, crucified eight hundred of his rebellious subjects at a great entertainment organized for his friends. The seven sons of Saul were also crucified, while alive, by the Gideonites, and this was done by permission of King David (2 Sam. xx: 9). The three hundred citizens of Tyre crucified on the seashore by order of Alexander the Great were nailed to the "Cross Ansata or Phalloid." The Macedonian general ordered the crucifixion by the Phalloid to show his contempt for a people who were given to phallic worship.

near these ruins is the quaint village or mission of San Juan de Teotihuacan which, at once, offers to the antiquary two of the most remarkable examples of Toltec remains in stone yet found in the Republic of Mexico.

When, in 1519, Cortes, with his mailed company of heroic fighters, on his way to the conquest of Mexico, passed this heap of ruins, more than one thousand years had expired since the foundations of the ancient city were laid.

Around the walls of this capital of a very old and half-civilized empire the two oldest civilizations of America, the Quiché from the south and the Nahoé from the north, met and united. Here are the famous and very curious pyramids of the Sun and the Moon. They rise from the banks of the little river of Teotihuacan. Here also is the Street of the Dead, and here—cut from a single block of stone—was found, not long ago, the cross of Teotihuacan, now in the National Museum, Mexico City. We will return to it, but let it rest for the present.

Universality of the Cross in Ancient Times.

In Egypt, in the days of the Pharaohs, the cross figured on the gigantic statute of the god Serapis, which, three centuries before the Christian Era, was transported by order of Ptolemy Soter to Sinape on the southern shore of the Black Sea. Six centuries after the death of Soter, this Egyptian idol with its cross was destroyed by the soldiers of the Emperor Theodosius, against the pleadings of the priests of Isis and Sorosis to spare the cross, the emblem of their god and of generations yet unborn.

Among the Phœnicians, the Tyrians, the Carthagenians and Sidonians, the cross occupied a conspicuous place in iconography, that is in their ancient religious art, as represented by symbols, images and mural sculpture.

With the serpent it was a central object of reverence among nearly all ancient races. It is figured on the Phoenician coins found among the ruins of Trocadero. It was found, wonderfully sculptured and embellished, in the sand-buried Nineveh. Rollin, in his history of ancient peoples, says that Alexander the Great, when he reduced, and entered with his soldiers, the city of Tyre, crucified on the sea shore three hundred of its noblest citizens, and "this the Macedonian did," writes Plutarch, "to show his contempt for the cross, which they worshipped."

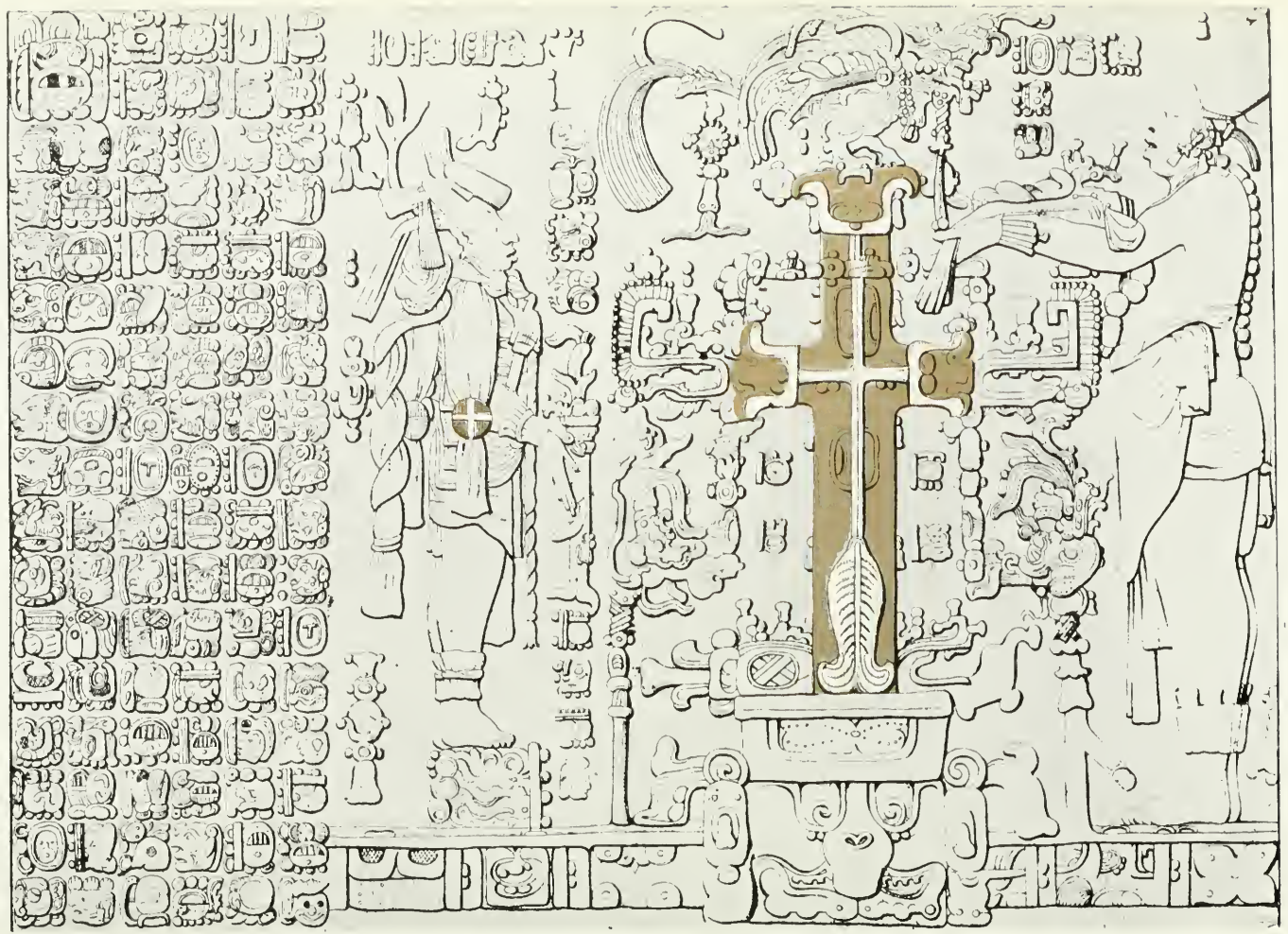
The Phœnician "Temple of Gigantica" was built in the form of a cross.

In India it was the symbol of Buddha and was cut by the Brahmins into the walls of the Cave of Elephanta, one thousand years before the Redemption. It is seen to-day in India in the hands of the statue of Siva, Brahma and Vishnu. Among the Gauls, in Caesar's time, it was the sign of their water god, and the Druids used it in their religious ceremonies.

The Cross in Ancient America.

When the Spanish missionaries learned, soon after the discovery of America, that the cross was worshipped in Mexico and Central America they did not know whether they ought to account for its existence and adoration among these strange people to the pious zeal of St. Thomas, the Apostle of the Indies, or to the sacreligious subtlety of Satan.

Sahagun in his "Cronica de Neuva Espana" informs us that the cross was an object of worship in the great temple of Cosumel, Yucatan. He writes: "At the foot of the tower of the temple, there was an enclosure of stone work, graceful and turreted; and in the middle was a cross ten palmos high. This they held and adored as (the symbol of) the god of rain." (Lib. I. C. 2.)



The Palenque Cross and Hieratic Writing; in Mexico National Museum.

In 1878, the French anthropologist Désiré Charney discovered an abandoned and ruined city in the country of the Lacandones, Chiapas. By a strange coincidence Charney met here the English explorer, Mr. Alfred Maudsley and his companions. This newly discovered ruin is supposed to be the Phantom City of Stephens. This phantom city, according to Charney in his "Ancient Cities of the New World." (Chap. 22), stands on the left bank of the Larganitos River, in a region hitherto unexplored between Guatemala, Quezaltenago and Chiapas.

Among the strange things discovered in the great ruin, Charney tells us of a bas-relief which he describes in his book, and from which we quote: "It fills the central door of the temple and is 3ft. 6 in. long by 2 ft. 10 in. wide. Two figures with retreating foreheads form the main subject, having the usual head-dress of feathers, cape, collar, medallion and maxtli. The taller of these two figures holds in each hand a large cross, while the other bears but one in his right hand. Rosettes end the arms of the crosses, a symbolic bird crowns the upper portion, while twenty-three Katunes are scattered about the bas-relief. We think this a symbolic representation of Tlaloc, the Maya god of rain, whose chief attribute was a cross."

Charney, in his deeply interesting work, presents drawings of crosses found in the pre-Toltec city of Mitla, Mexico, at Mayapan, Yucatan, and indeed of crosses found all over the land from the Southern Guatemala to Northern Mexico.

Everywhere, even to-day, may be seen diversified forms of the cross, more or less artistically delineated on the walls of the temples, on ancient buildings, on galleries and natural rocks, in caves and on vases and pottery dug from the soil.

In the pre-Columbian city of Palenque, Chiapas, there dominates the forest shrouded ruins a remarkable building, known to American antiquaries as the Temple of the Cross. This structure bears a striking resemblance, in its dilapidation, to an early Italian temple and, in age, probably antedates by many years the Roman Coliseum.

The floors of the corridors and of many of the rooms are laid in cement as hard as the best seen in the remains of Roman buildings. The walls are about ten feet high and some carry the Greek cross + while others bear the Hebrew or Egyptian T. These crosses have occasioned much learned speculation.

In the inner sanctuary of this temple was found in 1783 a wonderful tablet in stone, now in the National Museum, Mexico City. It is called popularly the "Palenque Cross" and, archæologically, "La Cruz Enramada de Palenque." It is eleven feet wide by six feet high. It deserves to be examined closely. The man standing to the right of the cross and holding aloft a newly born babe is the god of fecundity returning thanks to Votan, the Jupiter of the Mayas, for driving from the land the evil spirit of sterility. The opposite figure represents Hunaphue, one of the gods, who serves and ministers to the supreme god Votan. On his scarf is the transverse cross, emblematic of fertility among the Quichés, the Mayas, and of all the semi-civilized or civilized races of Mexico and Central America long before the coming of the Spaniard. It was also, among the Egyptians the symbol of the equinoxes or times of rain. The bird perched upon the cross is the Cuevite or Royal Quetzal, sacred to the sun. The hieroglyphics on the left of the tablet, among them the Tau, have not to this day been deciphered. If we could read them they, perhaps, would explain the full meaning of the representation and might furnish a clue to all the hieroglyphics on the ancient monuments of Mexico and Central America.

This tablet of the cross, with its mysterious figures and symbolic writing, has led to more learned speculation than any other relic—the "Calendar Stone" alone

excepted—found in the vast regions of Mexico and Yucatan. The French military explorer, Capt. Dupaix (1807) and his commentators believe Palenque belongs to a very remote antiquity and antedates by many years the Christian Era. He accounts for the appearance of the cross among these ancient Americans on the

STATUE OF HUNAPHUE. PALENQUE.

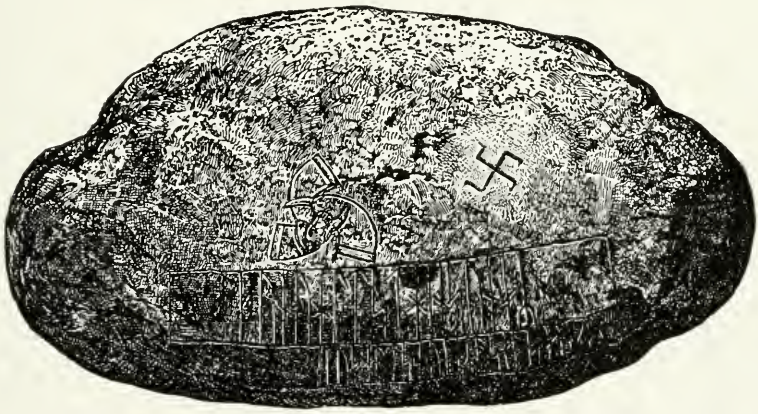
assumption that it was known and had a symbolic meaning among pre-Christian nations long before it was established as the emblem of Christianity.

Desire Charney mentions another tablet of the cross found also at Palenque, one panel of which is now in the Smithonian Institute, Washington.

The English archæologist, Alfred Maudsley, who, in 1879, explored the ruins of Palenque, agrees with Charney when he states: "That it was a cherished symbol among nearly all ancient races in Asia and America thousands of years before it was accepted as the symbol of the Christian Faith at the time of Constantine."

Conceding his contention to be true, we are then brought face to face with a problem of serious import, and that is: What did the cross stand for, or what did it symbolize to those ancient peoples and those lost civilizations?

Without, in any way, compromising my independence of thought, or identifying myself with any party, I am free to state what, in my opinion, the pre-Columbian cross in America symbolized in the religious lives of the Mexicans and Mayas. From the dim traditions which yet linger among the tribes of Central America, from the civilized Indians, and from conversations held with the priests ministering to these Indians, I am satisfied that the cross was the symbol of the god of rain, of water, and fertility. I refer now to what we call the Greek cross + and not to the Swastika with which I will presently deal. The Mexican astronomer, Pelagio Gama, is of the opinion that the "Cross of Teotihuacan" served for an astronomical expression of the vernal and autumnal equinoxes when days and nights are of the same length; the times, March 21st and September 22, when the sun in its revolution stops for a moment, crossing the Equator.



RUNIC STONE. ZEELAND.
Pre-Christian.

It was to the cross that the dwellers on the Aztec Plateau made a pilgrimage to Cholula to invoke the help of Quetzalcoatl, god of the winds, and offer sacrifices to him that he might send down rain upon their parched lands.

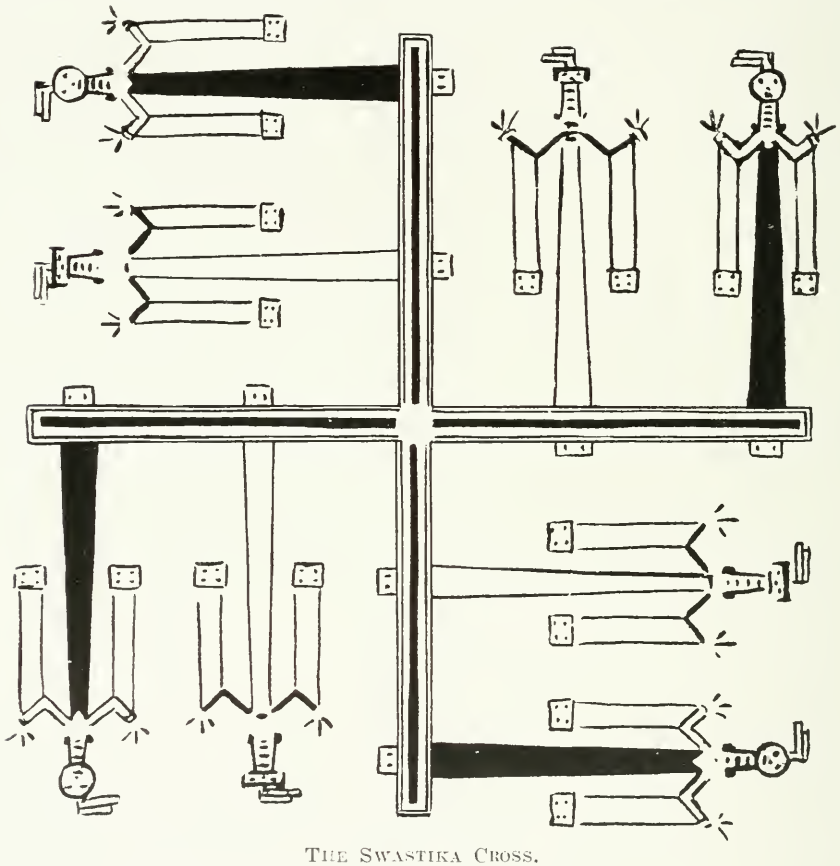
At the foot of the cross the people of Oaxaca offered their supplications to Votan, "Heart of the Heavenly Kingdom," when their lands were parched with prolonged droughts, and it was before the "Cross of Cozumel" the Mayas and Quichés stood when they petitioned their god Chuchulcan to send them rain and save their crops from the locusts and the hot winds. The temple of the cross on the Island of Cozumel off the coast of Yucatan was frequented, at times, by such multitudes from Tabasco, Chiapas, Honduras and Yucatan that paved roads were constructed from the distant towns to the shore where embarkation was made for Cozumel. (Cogolludo, "Hist. de Yucatan," Book IV, C. 9.)

It is a singular and striking analogy, that among the Egyptians in the time of Moses, the cross was also the symbol of rain and fertility. Placed in the hand of Osiris, it was the emblem of spring, and in the hand of Isis it represented autumn and the inundation of the Nile. In Yucatan the crosses in the temples of Nachan, the god of dews, and the Taus—T discovered in the ruins of Chi-Chin-Itza symbolized the overflow of the waters of the Uzumacinta and Tabasco Rivers on the

bordering lands. As the inundation of the Egyptian Nile is periodic and caused by the great rains falling on the mountains of Ethiopia, so the overflow of the two rivers of the peninsula of Yucatan results from the rains which fall on the distant mountains of Cachumatanes.

The Swastika Cross.

I was in Tucson, Southern Arizona, fourteen years ago, when a jeweler showed me a strangely designed scarf-pin he had made to the order of a lady, a guest at the Santa Rita Hotel. It was fashioned in gold and the design was peculiar and



The Swastika Cross.
On Navaho Altar Floor.

unique. The jeweler asked me if I had anywhere seen anything like it and, if so, by what name was it known? I answered that I had seen the design painted on Navajoe blankets and on Zuni and Papago ceremonial articles on exhibition in the anthropological department of the Field Columbian Museum, Chicago. I could not tell him the name of the symbol or what it stood for. So far as I know, this strangely fashioned gold pin was the first of its kind made in the United States and with it began the remarkable vogue which made the uncanny design a popular ornament as a belt buckle, brooch, scarf and hat pin.

The jewelers and curio dealers will tell you now that this weird design with each of its four arms bent to a right angle is called the "Swastika" and that it is an Indian amulet conferring good luck and prosperity on the wearer. The Tucson

jeweler, had he known of the wonderful properties of the thing he had just finished, might have sold a gross of the enchanted pins, in a few weeks, to the citizens of Arizona and to tourists from the east.

This mysterious symbol, wherever found, in Europe, Asia, Northern Africa, or America, marks the migration of a great and numerous race of a common origin or of common religious affiliations. It was the symbol of the water god of the Gauls and is known to French and German anthropologists as the Gramponné. Among the Scandinavians it was the "Hammer of Thor" their war god. It was cut into the temple stones dug by Schlieman from the ruins of Troy, and burned into the terra-cotta urns found by Desire Charney in the pre-Toltec city of Teotihucan, Mexico. It was an iconism of the ancient Phœnicians and was carved on the walls of the inner sanctuary of the Temple of Gigantea. It was chiseled thousands of years before the Redemption, by the Brahmins on the sacrificial stones in the Cave of Elephanta, India.

It is the "Hylfol" cross of Buddha and is seen to-day on the breast of Buddha, in China: and many of the ancient temples of India, Burmah, Cambodia, Java, and Corea show a high development of the Swastika in ornamental embellishment. Bishop Hanlon, Vicar-Apostolic of the Upper Nile, says: (I. C. Missions, Oct., 1894) that it is a symbol of worship among the Ladacks, a Buddhist community, living in Gebel-Silsili and in the land of Edfou, Egypt.

When we search for it in Europe and America we are surprised to learn that Cedric the Gaul carries it on the sail of his ship when he enters the port of Bally, Isle of Man, one hundred and fifty years before the Christian Era. It was venerated by the pagan Icelanders, as a magic sign of the god of the winds and by the Celtic Druids in their forest rites in the oak groves of Ireland and Scotland.

In a foot note to the Sagas, first edition of Longfellow's Poems, we are told that the Hammer of Thor, the Scandinavian god, who gave his name to Thursday, was shaped like a Swastika. It was with this mighty hammer Thor crushed the head of the Midgard serpent and destroyed the giants. Longfellow, after recording the conversion to Christianity of King Olaf tells us in charming verse how the King kept Christmas or Yule-tide at Drontheim:

> O'er his drinking horn, the sign
> He made of the Cross Divine,
> As he drank and muttered his prayers;
> But the Berserks evermore
> Made the sign of the Hammer Thor
> Over theirs

Long after the conversion to Christianity of the Norsemen the Swastika hammer of Thor was retained in festal ceremonies and was often introduced into ecclesiastical decorations.

The eminent Egyptologist, Prof. Edouard Naville, when excavating (1912) in Abydos, the modern Arabat, Upper Egypt, tells us he found the Swastika on the tomb of Osiris and among the inscriptions and designs on tablets buried for five thousand years in Upper and Lower Egypt.*

Professor Petrie says it is on the pictorial representation of the "Judgment of Death," done sometime after Menes, the first of the Pharaohs, became the god Osiris.

Among the wonderful articles—paintings, statuary and unfamiliar objects—on exhibition in the Boston Museum there is a large painting on silk. This is the

*Encyclop. Met. Article, Egypt.

"Fugie" which six hundred years ago hung in a Temple of Buddha, Japan. It pictures Buddha seated on a throne of ivory and gold, surrounded by winged spirits and, higher up in the painting, two minor divinities. Between these two divinities in the centre of a golden ring is a brilliant Swastika resting on a cushion of silk. It is sacred to Buddha and is one of the marks by which his worshippers will know him, when he returns to earth.

In the woven fabrics found in Swiss Lake dwellings of Neolithic man, in Scandinavia and in nearly all parts of Europe, we find this strange emblem. It is cut into the old Devonshire stones, a good specimen of which is in the Museum of Torquay, England. It was a sacred sign among the British Druids and, strangest of all, among the Nilotic negroes, it is to-day found shaven upon the heads of locally famous warriors.*

The Cross of Cedric the Gaul.

Turning now to ancient America and looking over the known pre-Columbian world we see the Swastika on monuments, sacrificial altars and on small and comparatively insignificant articles of pottery and moulded ware.

M. Desire Charney as late as 1869, in his expedition to Mexico and Yucatan, dug up the, now well known, "Cross of Teotihuacan," which had been fashioned and set up in the once populous city by the Toltecs in honour of Tlaloc, their god of rain and fertility.† Dr. Hamy, who read a paper before the Academie des Sciences, Nov. 1882, supports M. Charney in his contention that the cross everywhere in America symbolized water and fertility. Of the time when this cross was raised in Teotihuacan we may only conjecture.

The Mexico-Spanish historian Torquemada writes (Tome 2, Lib. Cap. 23 of his History), that Tlaloc was the oldest of the Toltec gods. Certainly Tula and Teotihuacan seem to have been nearly coeval. Tula, according to the native historian Ixtlilxochite, was founded A.D. 556: Clavigero has it A.D. 667, while Vetia makes it as late as A.D. 713. Even if we accept Vetia's date the cross is very old. At the base of this cross when found was a Swastika boldly sculptured and dedicated to Tezcatlipoca, the god of the winds.

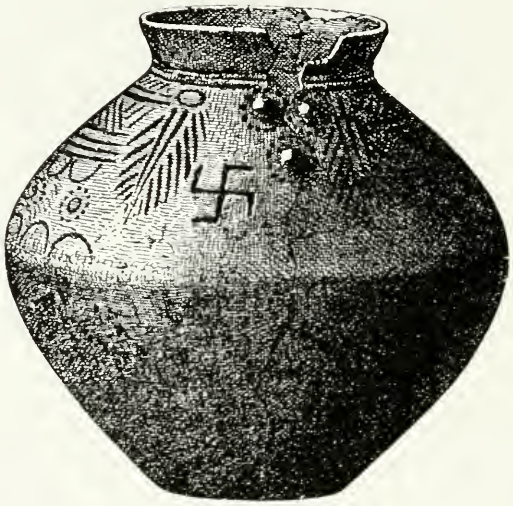
*"Uganda," Sir H. Johnston, Fig. 143.
†"Cités et Ruines Americaines," p. 48 *et seq.*

STATUE OF BUDDHA, COLOSSAL FIGURE FROM CHINA.

In the last edition of the Encyc. Americana, we read that the Swastika has been exhumed from burial mounds within the limits of the United States.

Baron von Humboldt in his "Voyages aux Regions Equinoxiales du Nouveau Continent" (Hauff, 1859, p. 93) tells us it was a conspicuous ornament on the tombs of the Incas of Peru.

Professor Herbert J. Spinden in his "Study of Maya Art" (Cambridge Press, 1913) assures us that everywhere in Yucatan and Central America the Swastika is found on the ancient buildings. It fills a conspicuous place in America to-day in the religious rites of the Navajoes, the Zuni and Papago Indians in New Mexico and Arizona. The sacred totem of the Crow Indians, both Mountain and River men, is the Swastika placed above two circles with another Swastika on a disk in the centre of a circle. ("Signs and Symbols of Primordial Man," Churchward, 1910.)



Terra Cotta Urn.
Pre-Christian Sweden.

The elaboration of this cross in ancient religious and ceremonial rites leading to identities in strange and mysterious features, has proved to be one of the most singular phenomena of native culture in the New World and indeed in the Old. Nor has anyone been able to account for the perpetuity and universality of this obscure figure.

Professor Black and John Fiske, late of Harvard, say it is of Phallic origin, but it bears no resemblance to the "Crux Ansata," the true Phallic icon, resting in the hand of Serapis at Sinape and destroyed by the soldiers of Theodosius. John Fiske and Prof. Black, when giving a Phallic origin to the Swastika, forget that nowhere in America has anything been found, or any tradition been handed down, indicating the existence, in the remote past of the people, of Phallic worship.

Symbolism of the Swastika.

Among the ancient races of the Old Continents and among the pre-historic Southern Indians of North America, and among the early Peruvians, the Swastika was the emblem of the sun and of the winds which blew from the four cardinal points.

Mether Cup.

NOTE.—Mether Cups were in common use among the early Celts in Ireland and Scotland. The ordinary drinking-vessel was a *mether* (so called from mead or meth, a fermented liquor of honey and water), made of wood and, at meals or drinking-bouts, passed from hand to hand, each giving it to his neighbour after taking a drink. Many of these ancient *methers* are preserved in public museums and in private collections. The *swastika* and the Latin cross are carved side by side on a few of the cups. They are found in deep bogs and in remote mountain wilds of Scotland and Ireland and are now becoming very rare. Their antiquity is very great, and when found are generally blackened with age, resembling bog oak. The photo reproduction is from a cup now in possession of Dr. Charles O'Reilly, "Ballinlough Lodge," St. Clair Avenue, Toronto. It is an exact duplicate of the cup now preserved in Ballinlough Castle, County Meath, the homestead of the O'Reillys of Brefney. The original cup has been in the possession of the O'Reillys since the time (1596) when the Irish chief, Mailmora the "Handsome," better known in Irish history as Myles O'Reilly—"The Slasher," fell at the Battle of the Yellow Ford defending the Bridge of Finea against the invaders of his country. As the cup carries the pagan Swastika and the Christian Cross it probably belongs to the fourth century, when the Irish Celts were passing from Druidism to Christianity.

The god of the winds was the first offspring of the sun who was, at his rising in the east, saluted with the "Blazing Torch." When the Shaman after saluting the sun, turned to the four points from which came the winds he formed a cross and the blaze blown by the winds fell away from the torch and formed the right angles which, in time, suggested the Swastika. Let me illustrate my meaning. In the Tenth Letter of Father De Smets, "Life and Travels among the North American Indians," edited by Major Chittenden (Funk. Wagnalls. N.Y.), there is an interesting account of the customs, religious rites and habits of the Assiniboins.

The great missionary was a privileged guest when the salutation to the Sun and the Four Winds and Water occurred among the Assiniboins. He writes: "Sometimes three or four hundred lodges of families assemble in one locality. One sole individual is named the High Priest and directs all the ceremonies of the Festival . . . After these preliminaries the ceremony begins with an address and a prayer to the Great Spirit. He implores Him to accept their gifts, to take pity on them, to save them from accidents and misfortunes of all kinds. Then the Priest holds aloft the smoking Calumet to the Great Spirit, then to the Sun, to each of the Four Cardinal Points and at each time to the Earth."*

Writing of the Cheyennes, Colonel Henry Inman, one time scout and trailer with General Crooke, informed us that this formidable tribe had no religion: "if, indeed, we except the respect paid to the pipe. In offering the pipe to the sun, the earth and the winds, the motion made in so doing by them describes the form of a cross: in blowing the first four whiffs, the smoke is invariably sent in the same four directions."†

Here then we have the rectangular cross, coming down through the ages from the time when, in the Garden of Eden, the rivers crossed and made Eden a Paradise of fertility, and the Swastika of Vedaic India retaining the basic cross but altered by the dip of the torch in the hand of the priest, or by the blowing of the flame by the four winds which the Swastika symbolised.

The Cross in the Desert.

When travelling in lower California a few years ago, I began on a beautiful morning the ascent of the mount overlooking the little Indian Village of San Hilario. As I advanced I looked up and saw something raise itself above me like a thing alive. It was a giant Suahara, a candelabrum cactus, and near it a yucca tree, whose cream-like blossoms, trembling in the glorious sunlight, seemed strangely out of place in such forbidding surroundings. Higher up and to my left as I ascended I came to a rough and weather-worn cross standing in isolation by the lonely path. It marked the spot where five years before, an Indian wood-gatherer was slain and his body mutilated. On my return to the squalid village I learned that it was a custom among the Cochimis—Digger Indians—to raise a cross over a lonely grave or mark the place where a murder had been committed. The Padres—the missionary fathers—are gone and the chapels they built in the

*The Cross and the Swastika in America, particularly in Yucatan and Mexico, are frequently mentioned by the early writers, such as: Garcia, "De Los Indios," Book 3, Chap. VI, p. 109; Sahagun, "Hist. de la Neuva Espana," Book 1, Chap. II; Ixtlilexochtl, "Hist des Chichimeques," p. 5; Cogolludo, "Hist. de Yucatan," Book 4, Chap. IX; Sotomayor, "Hist. de el Itza y de el Lacandon," Book 3, Chap. 8. In truth, if all references to the Cross were collected from the books and pamphlets left by the Mexic-Spanish writers of the Fifteenth and Sixteenth Centuries, and bound together, they would make a large volume.

†The old Sante Fé Trail, p. 244.

wilderness are now melancholy ruins, but the wandering savage in the desert or on the mountain yet retains the tradition of the sanctity of the cross. The fire the Franciscan Fathers kindled, yet lives, and in every scattered encampment of the Digger Indians, and in every half-breed Xacal, a wooden or grass-woven cross reminds the Peninsular Indians of the Story of the Cross told to their dead sires by the Spanish missionaries, and "So it is," writes Henry C. Van Dyke, "the untutored dwellers of the desert have cherished what the inhabitants of the cities and the fertile plains have thrown away." Borrowing the language of the poet we may also say:

"This is all
The gain we reap from all the wisdom sown
Through ages; nothing doubted those first sons
Of Time, while we, the schooled of centuries,
Nothing believe."

And now may I end this dissertation on the cross with Longfellow's beautiful reference to the "Cross of Snow," in the Colorado range, a photographic reproduction of which appeared in the London *Graphic* not long ago.

In the long, sleepless watches of the night,
A gentle face—the face of one long dead—
Looks at me from the wall, where 'round its head
The night-lamp casts a halo of pale light,
Here in this room she died; and soul more white
Never through fire of martyrdom was led
To its repose; nor can in books be read
The legend of a life more benedight.
There is a Mountain in the distant West
That sun-defying in its deep ravines
Displays a Cross of snow upon its side.
Such is the Cross I wear upon my breast
These eighteen years, through all the changing scenes
And seasons, changeless since the day she died.

ONTARIO EFFIGY PIPES IN STONE.

By COL. GEO. E. LAIDLAW.

THIRD PAPER.

After finishing my second paper which appeared in the Report for 1913, I became aware of several more specimens, which are placed in the first section of this paper.

In pursuing my investigations on above subject, I have come across enough specimens of a separate distinct type to form a special class, and the further I dipped into this line the more specimens I got track of. This special type obtains in the St. Lawrence basin and may be of a later date than the effigy pipes discussed in previous papers, or a type reaching down to historic period. I will not go so far as to designate them to any particular people or tribe, but I should judge from certain indications that the Huron-Iroquois would have the most claim on them.

A very large percentage of these pipes come from the Province of Ontario, the counties represented being Huron and Simcoe, in the Huron territory, Ontario intermediate between the Hurons and Algonquins, Hastings in Algonquin territory, Wentworth and Brant in Neutral territory, and Grey in the Petun or Tobacco Nation territory.

Strange to say the material is nearly always a white or light-gray stone, steatite and limestone being the two varieties mostly used. The steatite pipes are the best preserved, while the limestone ones are very soft and would not stand much use, weathering or calcination, so therefore the latter must be of short duration and no great age can be claimed for them. The specimens of the latter material examined by the author are generally more or less weathered, much more so than other stone pipes, and I would not expect them to last nearly as long as those of other pipe materials such as steatite, slate, sandstone, or catlinite.

This class or type can be divided into two sections, as follows:

1st. Long slender stemmed pipes, with effigies, either human or lizard, clasping the front of the bowl, with head projecting above rim, and when the effigy is a lizard the tail extends along underside of stem. Sometimes only the human head is represented (in one case an animal) perched on edge of bowl.

2nd. Stemless bowls of an ovoid or vase type, with the effigies clasping, or crawling up the bowl on the opposite side of the stem hole. In this second division, so far as observed, the effigies are those of lizards, with one exception. Pipe Mus. No. 17,139.

This third paper is divided into three sections: 1st. The type of effigy pipe treated of in papers one and two.

2nd. Stemless bowls with effigy in relief.

3rd, Long, slender stemmed bowls, with effigy in relief (a peculiar type of its own).

The museum referred to is the Provincial Museum of Ontario, situate in Toronto and the reports are the Ontario Archæological Reports issued by the Board of Education, except when otherwise stated. Also the measurements are in inches and the weights are avoirdupois, except when otherwise stated.

Animal Pipe—Manvers Twp.

Animal pipe, Manvers Township, Durham County, Ontario, Figure 484, p. 78, Stone Age in North America, Vol. 2, by W. K. Moorehead. This pipe is owned by Mr. J. G. D'Olier, of Rochester, N.Y. His description is as follows:

"Very fine banded slate, almost black, bands running longitudinally, back highly polished, part of belly and inside of tail show that it was made by pecking. Three incisions on each foot to indicate toes, no eyes and only a very slight depression on top of head to give a semblance of ears, weight 4 oz., length 3⅛ inches."

In this specimen the tail is not produced to meet the chin or curved up in front of the body as is usual. The legs are conventionalized and are carved on the sides of the body. The hind legs being turned up the reverse way, or inversed.

Mr. D'Olier does not know the exact locality where these two (this animal pipe and the Manvers bird pipe) were found. He cannot give lot or concession, but thinks it was not far from Millbrook P.O., Caven Township, Durham County, and supplies the following history of them: "A Mr. Vance who taught school at Bobcaygeon, Victoria County, gave them to a Mrs. Richard Hughes, aunt to Mr. D'Olier, in the early '60's, telling her that he dug them up—together with a 'bird stone'—in 1844, out of a mound in Manvers Township. There were a great quantity of bones in the mound which the Indians said were remains of an enemy killed in battle. These three relics remained in Mrs. Hughes' possession till a few

years ago when she gave them to Mr. D'Olier. Prof. W. H. Holmes, Head Curator of Ethnology, of U.S. National Museum, Washington, remarks: "The specimens appear to be of a very high grade of excellence in manufacture:

Note by G. E. L. This mound may have been an ossuary, several of which were formerly opened years ago in that district. What few mounds occur there do not contain "great quantities of bones." The word "mound" is often used by ordinary people to designate any Indian work, such as mounds, ash beds, graves, ossuaries, caches, and even pits or trenches.

Bird Pipe—Manvers Twp.

Bird Pipe. Manvers Township, Durham County, Ontario. Fig. 483, p. 78. Stone Age in North America, vol. 2, by W. K. Moorehead, is also owned by Mr. D'Olier and described by him in a letter of 2nd August, 1914, as follows:

"Very dark-grey banded slate, bands running longitudinally. The incised line which forms the wing on side shown in figure follows closely a contour of a red band which looks like a seam infilitrated with iron. The incised line and the seam is slightly tinted with red. The reverse side is plain. The eyes are deep, and ears well defined. There is a V shaped incision under the chin. The hole in frontal projection is drilled about ⅓ through from the 'wing' side. The upper side of the hole is flush with the top of the projection, while there is ⅛ inch space left at the bottom. It is just the reverse on the other side, so that hole which is ¼ inch in diameter does not meet flush. Total length of pipe 3 inches, weight 2 oz. Mouth cut well back under eye." Bird probably represents a Horned Owl though the beak is rather elongated. The ears and eyes denote a Horned Owl.

Note by G. E. L. The material is evidently a variety of Huronian slate, as I have seen other Huronian slate relics showing a patch of red.

Michigan Panther Pipe—side view.

Michigan Panther Pipe—back view.

Michigan Panther Pipe. We are indebted to Mr. Chas V. Fuller for photos and information of this pipe, which is of banded slate and was found in Barry County, Michigan. Is now in the possession of Mr. A. B. Winans, Battle Creek, Michigan. The photos are about ½ size. Letters of 28th June and 26th July, 1914. Note the numbers of slots in this pipe. He further says that: "The effigy pipes of Michigan are very similar to those found in Ontario, but are not numerous . . . the bird pipes predominate."

A bird pipe similar to the New York bird pipe, fig. 103, Bulletin on Polished Stone and page 28 Ontario Effigy Pipes, 1913, was found in Ionia County, Mich., the beak being much longer in the Michigan specimen.

Michigan Owl Pipe.

Owl Pipe, Michigan. In possession of Mrs. Nellie Gowthrop, Camden, Michigan. Figure is produced from a tracing of the illustration figure 475, page 67, Stone Age in North America. Size 1-1, material grey slate—striped longitudinally. No further data could be obtained about this pipe. There is one longitudinal cut down the body with some diagonal cuts meeting it, evidently denoting the wing. Note the raised portion surrounding the stem hole. Eye faintly marked. Cross section above stem hole is probably squarish or oblong.

Panther Pipe, Monongahela, Pa. Mr. Gerrard Fowke, in letter of June 15th, 1914, describes a panther pipe as follows:

"Some years ago a fine panther pipe was found in a small stone mound not far from Monongahela, Pa. It was green slate, beautifully worked and highly polished: the finest I ever saw. The tail gradually tapering reached to the head and all four paws grasped it. In the eye sockets were set perforated shell discs, giving a remarkably life-like, wide awake expression. I think it was finally secured by some Pittsburg collector." This may be the panther pipe figure 25, page 43, 1902 Report, mentioned in my first paper.

STEMLESS LIZARD PIPES.

Pipe Museum No. 99. Figure 83, page 3, Report, 1890, also figure 129 a, page 54, Primitive Man in Ontario, by the late Prof. David Boyle, is one of these stemless bowls on which there is a lizard form in bas relief. This pipe is of grey steatite and was found on Lot 8, Concession 6, Nelson Township, County of Halton, Ont., by Mr. George D. Corrigan, who presented it to the Museum.

A most interesting feature of this pipe is, that it once evidently had a stem which became broken off, and then to keep the bowl in use, a secondary stem hole was bored into the bowl above the break. The break leaving a "nub" or protuberance, which has evidently been worked at to reduce its size by means of rubbing down and having a circular cut around it. The bowl was bored into the original stem hole, which being broken through leaves a perforation through the present base, which would be "plugged" in use. The tail of the lizard is broken off too.

Mus. No. 99.

The body of the lizard is long and slender with the legs embracing the bowl, a portion of the body is completely separated from the bowl for about $\frac{5}{8}$ inches at the belly and is raised away from the bowl $\frac{1}{8}$ inch. There is a long incision down the back for nearly its full length. The head is a mere "nub" separated from the shoulders by a nick and from the bowl by another nick. No features are shown. The head may have been damaged and then ground down again.

Though the rather long legs are well shown, no feet or claws appear.

The bowl, which is slightly rectangular at the top, shows gouge marks in side. Has been smoked recently.

Present perpendicular height, $1\frac{3}{4}$ inches. Depth, back to front. $1\frac{1}{2}$ inches. Width, side to side. 1 inch. Diameter of bowl orifice, $\frac{3}{4}$ inch, and of secondary stem hole, 5/16 inch.

Surface polished, and shows some tool marks. All workmanship on this pipe appears to be aboriginal.

The long forelegs and broad shoulders give the upper part of the back a slightly human appearance. The encircling of a break by an incision all round

is also noted in the Headless Bird pipe from Somerville Township, page 45, Report 1913, and No. 9806 of this paper.

Pipe, Museum No. 17,139. Figure 10, page 49, Report 1898, also page 28, Notes on the sites of Huron villages, Township of Tay, Simcoe County, by A. F. Hunter, belongs to the T. F. Milne collection in the Museum and comes from the Bell Farm, Lot 76, Concession 1, Tiny Township, Simcoe County, Ontario. This pipe is of darker soapstone and is a more finely finished and a better specimen than the proceeding one.

The animal represented is probably a bear as it has no tail. The legs are shorter than those of the last specimen and merge more directly into the bowl. Feet or claws not shown. Head is very small projecting but a ¼ inch above outside edge of bowl. A face being depicted thereon looks slightly human, though it is hard to tell what animal it represents as it is flat with only eyes and nose roughly designated; the face being slightly broader than long being ¼ by 5/16 inches.

The body is separated from the bowl by an oval space of ⅜ by ⅛ inches. The buttocks being separated from the bowl by a deep nick. There is one long slight incision from top of head to nearly end of back, also one on each side from the shoulder down. Anus denoted by slight nick.

Mus. No. 17,139.

Perpendicular height, 2¼ inches. Depth, back to front, 1⅝ inches. Width, side to side, 15/16 inch. Body not so slender as previous specimen. Bowl more rectangular. Inside diameter, ¾ inch; shows gouge marks. Stemhole, ½ inch in diameter. Bowl, 1¼ inch deep. Surface of pipe very finely polished and shows few tool marks or scratches. There is a slight projection on the bottom immediately below the stemhole that is perforated from back to front for suspension purposes or else to more firmly fasten the stem to pipe. This pipe is essentially aboriginal in conception and execution, and is a very fine specimen of aboriginal work.

Pipe Museum No. 25579, Fig. 7, p. 53, Report 1903 is more pretentious, and of a bolder design than either of the two preceding specimens. This pipe is of a mottled dark grey soapstone and comes from the graveyard on the Walker Farm, lot 10, con. 3, Onondaga Township, Brant County, associated with the white stone pipes and European relics. Quoting Mr. Boyle, p. 53, above report. "Perhaps the creature intended to be represented on Figure 7 is a lizard, but in support of this supposition there are only the elongated body and tail, and the whole may be merely a conventionalized form. The material is steatite of very poor quality, and so far as the workmanship is concerned there is nothing to indicate the use of any but primitive tools. The bowl is a flattened oval, the cavity of which is as smoothly finished as the outer surface."

Dimensions, perpendicular height, 2 7/8 inches; bowl orifice 1 inch by 11/16 of an inch, depth 1 inch, stem hole 3/8 of an inch in diameter.

Mus. No. 25,579.

The lizard is very long in proportion to bowl, the head projects at present 7/8 of an inch above bowl, and has a portion broken off leaving only right ear and eye; the body tapers gradually from the shoulder to the tip of tail which passes around the base of the pipe ending at the stemhole. The body is separated from the bowl by an oval space between the fore and hind legs, 3/4 of an inch by 1/8 in size, and by an irregular shaped hole between the hind legs and the tail. The legs are "en bloc" in pairs, and of uneven length merging into the pipe bowl, claws or feet being designated by several slight irregular cuts in each case.

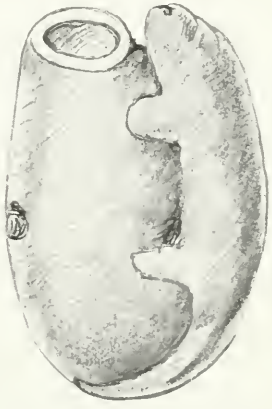
This pipe though having several flaws, has the surface well polished, and shows but few tool marks, and is another good specimen of aboriginal workmanship. The animals of these stemless lizard pipes are on the side of the bowl opposite to the stem hole, or on the side that is farthest away from the smoker. Though they project over the brim sometimes, as if looking at the smoker.

These stemless effigy pipes of this class appear to me to be absolutely aboriginal in design and workmanship. It is much easier to bore a large stem hole in the bowl for a reed or wooden stem than to bore a small stem hole in a long stone stem.

Jefferson Co., N.Y.

This stemless lizard pipe is in the New York State Museum and is from Jefferson County, N. Y., date 1895, collected by Mr. Twining. We are indebted to Mr. A. C. Parker, State Archæologist, N. Y., for drawing and data.

The pipe is more vase shaped than the ones just described, but it may be remarked that vase shaped pipes are common in the Province of Ontario, especially in this district, east of Lake Simcoe. Approximate height of pipe 3¾ inches. The legs and feet are given in better detail than the preceding specimens, and each leg is separate from the others. The spaces between the pipe and lizard are also much larger. Material and other data not furnished.



Huron Co., Ont.

This fine specimen of a lizard on an elongated ovoid bowl comes from Huron County, Ontario. Material red sandstone. (Perhaps Nottawasaga sandstone as I have seen pipes and fragments of pipes of that material). Is figured and described by F. C. Alkire in *Popular Science* of June, 1901.

The effigy in this case clings close to the bowl leaving no apertures. Dimensions not given.

Mus. No. 94.

STEMMED EFFIGY PIPES.

Pipe. Museum No. 94. Came to the Museum through the York Pioneers collection and was presented to the York Pioneers in 1885 by Mr. John Perry. Was found near Lake Medad near Hamilton, Ontario, and is of soft whitish limestone, very much weathered and pitted. Dimensions, height, 3½ inches. Stem broken at mouth piece, 2½ inches remain. Bowl, flaring slightly, has a depth of 2½ inches, and a diameter of ¾ inch.

Human head surmounting rim of bowl facing smoker. Features almost obliterated by weathering. Head seems to have been surmounted by a "bêret" shaped cap. Stem is ½ inch in diameter and stem hole ¼ inch in diameter.

This pipe has not been figured before. The head projects 1¼ inches above bowl. See Fig. 38, p. 54, Report 1902, first paper on "Ontario Effigy Pipes in Stone" for human figure with "bèret" shaped cap.

Dr. R. B. Orr in letter of 5th Aug. 1914, states locality of pipe and how it came to the Museum.

Mus. No. 95.

Pipe, Museum No. 95, Fig. 18, p. 31, Report 1889, also Fig. 81, p. 35, Report 1890, is a white stone pipe from the Lotteridge Farm, near Hamilton, Ontario. The pipe is 6½ inches long and 3¾ perpendicular height, with an animal's head on side of bowl facing smoker. The surface is very much weathered. The animal's head probably represents a bear, but is much weathered. The mouth is very distinct, ears and eyebrows being denoted. The mouthpiece (or proximal end of stem) is swelled out slightly larger than the adjoining stem. Bowl slightly flaring, is 2¼ inches in depth and ¾ inch in diameter: inside measurement. Diameter of stem-hole ⅜ inch. Bowl shows gouge marks, any outside surface marks of manufacture have been removed by weathering. Stem tapers down from ⅝ inch at bowl to 7/16 inch immediately in front of mouthpiece. This pipe is also from the York Pioneers collection in Provincial Museum.

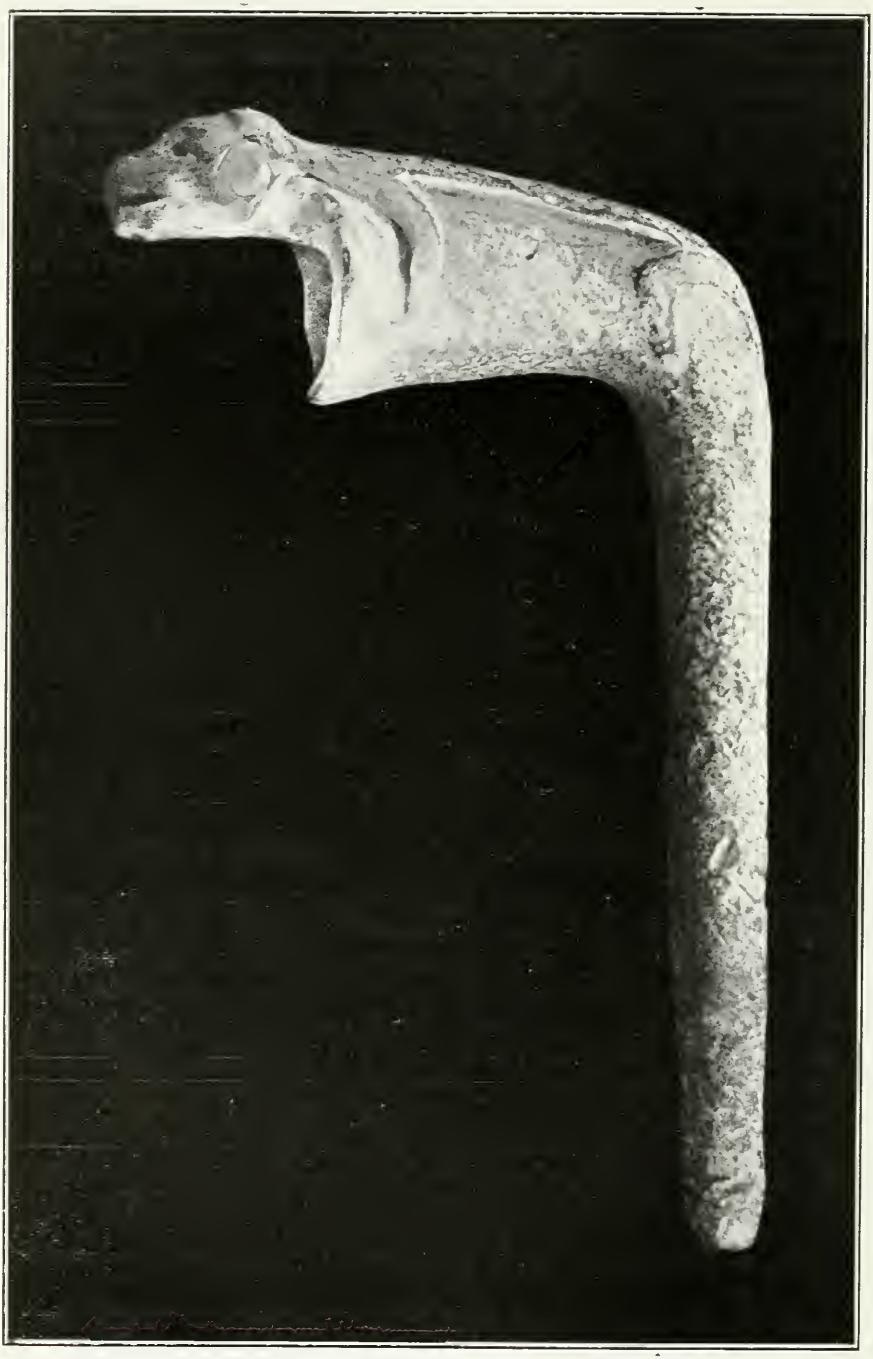
See also Primitive Man in Ontario, Fig. 122, p. 53.

Mus. No. 9,806—side view.

Mus. No. 9,806—face view.

Pipe, Museum No. 9806, Fig. 5, p. 16, Report 1892 is a smaller one of same character. The stem being broken off, and break slightly rubbed over. Has an encircling cut above break. (This feature is also noted in the Somerville bird pipe, 2nd paper, and in stemless pipe No. 99 this paper.) A portion of bowl is broken off. A triangular human face on edge of bowl faces smoker, the head being surmounted by a cap, or else a head dress is denoted. Mouth, nose, and chin prominently denoted, the eyes not so well. There is a slight cut between the upper lip and nose running across the face from side to side, several long, slight marks on each side of face meet under the chin and run down the bowl turning off to left side. These may have been made by another person than the maker of the pipe at a later date. The surface is polished almost as good as some soapstone pipes. Material is a compact grey limestone. The pipe was presented to the Museum by Mr. W. O. Wright, of Collingwood, Ont. (in Tobacco Nation territory).

The inside diameter of bowl is ½ inch. The inside of bowl shows marks of both drill and gouge. Diameter of stem hole ⅜ inch, and may have been slightly enlarged after the stem was broken off to accommodate a reed or wooden stem Altogether the pipe must have been a neat piece of aboriginal workmanship originally.



Mus. No. 10,554.

Pipe, Museum No. 10,554, Figure 15, page 29 Report 1891, also Figure 121, page 52, Primitive Man in Ontario, is another one of these slender white stone pipes with lizard effigy, taken from a grave at Lake Baptiste, Herschell Township, Hastings County, associated with European relics. This grave was supposed to be in an Ojibwa burying ground, see page 14, Report 1891. The pipe was found by a Mr. Archibald Riddel, who presented it to the Museum.

Dimensions, perpendicular height 3¾ inches, of which the head projects one inch above the bowl. Length of stem measured to outside of bowl 7½ inches. The stem has a slight swelling for mouth-piece, and is rather flat on the sides where it joins the bowl, and has about the same width all through of ½ inch, whilst it is about ¾ deep (from top to bottom) at the bowl, it tapers down to a diameter of 7/16 just before the mouth-piece. The surface of specimen is much weathered, more so on one side than the other.

The length of the lizard is 6¼ inches from the tip of the tail to nose tip. The legs are more or less conventional and do not terminate in feet, no feet or claws being shown. The tail, being very slender, extends under the pipe for 2½ inches. The body is long and slender having a slight ridge down the back. The muzzle is blunt, the mouth well defined. The eyes are deep small holes. There are slight traces of ears, having apparently been "weathered" off.

Diameter of stem hole 3/16 of an inch. Inside diameter of bowl ¾ of an inch, depth of bowl ¾ of an inch, being further drilled, with a small hole to meet the stem-hole. The position of the lizard is on the outside of the bowl with the head projecting above the rim with body and tail extending down the bowl and underneath stem, with the legs clasping the bowl. There is no orifice between the lizard's body and the bowl. Weight 3¾ oz. avoirdupois.

Pipe, Museum No. 25,553, see page 15 Report 1903. Comes from a graveyard on the Walker Farm, Lot 10, con. 3, Onondaga Township, Brant County, Ont., associated with European relics, and supposed to belong to a period, perhaps as recently as 1700-1750, by the late Prof. David Boyle, see page 94, Report 1903. This pipe, which has a human head, has not been figured before, and is of the same type and material, being of soft limestone with the surface not much weathered and where not weathered the surface has a nice smooth polish. This pipe is in very good condition.

Dimensions, perpendicular height 3½ inches, length of stem measured from outside of bowl, 4¾ inches, diameter of stem ¾ inch at bowl, tapers down to ⅜ inch at extreme end, or mouth-piece. The mouth-piece but slightly expanded. Small bowl hole ⅜ inch in diameter gradually tapering down to the stem hole which has a diameter of 3/16 inch. The head which projects a little more than an inch above the inside rim of the bowl faces smoker and has eyes nose and mouth well defined. The top of the head is flattened and plain. Weight 4⅛ ounces.

Mus. No. 25,553.

Mus. No. 25,554.

Pipe, Museum No. 25,554, Figure 8, page 53, Report 1903, is another human headed white stone pipe from the graveyard on the Walker Farm, Onondaga Township (see previous pipe). This one has the longest stem of any stone pipe the writer has examined as yet. Present length 7¾ inches, measured to outside of bowl along the line of stem hole. The reason why the writer measures this way is because some pipes have such a curve at the juncture of the stem and bowl that it is hard to tell where one ends or the other begins. This pipe is of the same material as the others though having a more yellowish tinge, resulting probably from having a more polished surface which has suffered very little from weathering.

Perpendicular height 4 inches, of which the head projects about 1¼ inches above the inner rim and faces smoker. The head is surmounted by a cap of the "bêret" shape, or else the deep cut above the forehead, extending around to the back of the head pretty well on both sides, denotes a style of flat hair dressing, or a head dress. The face is damaged some, and the features are not very prominent or well designated. The mouth being a mere slit. The nose is gone, the eyes being the best represented, the ears are very slightly represented, being probably worn off.

The bowl is so carved as to show a portion of the back, with the conventionalized arms resting on the breast and being bent up under the chin as if supporting the head, the hands or fingers are not shown.

The bowl is rectangular in upper cross section. Inside measurement of orifice being 11/16 by 13/16 inches. Depth 1¼ inches to small hole drilled to meet the stem hole which is 3/16 inch in diameter. The stem is ¾ inch in diameter at the bowl, tapering to ⅜ inch at the mouth-piece. The end is damaged. The base of the pipe shows that the body was terminated there with slight indications of conventionalized legs. Under a glass the stem shows longitudinal striations of a polisher, whilst the exterior of the bowl shows other tool marks. Weight 6 ounces.

Somewhat similar pipes in clay have been observed. See Reports.

Mus. No. 25,578.

Pipe, Museum No. 25,578, Figure 9, page 54, Report 1903, is still another white stone stemmed pipe from a grave on the Walker Farm, with a human face in front of bowl facing away from the smoker. The top of the bowl above the

face is fashioned into a narrow brimmed flat-topped hat, giving the pipe a very modern look. The face is very well carved and the features are well marked and more rounded than usual; the nose is large, the mouth is small with raised lips, the eyes are deep, narrow slits, the ears are represented by slight oblong projections. The hair is denoted—or rather a method of hair dressing—beneath the hat on the side of the bowl towards the smoker. Each eye is encircled by a ring of small dots. The forehead is broad and the chin is deep and well shown. The stem is 3½ inches long, and has a diameter of 9/16 inch at the bowl tapering to ⅜ inch in front of the swelling of the mouth-piece. The stem hole is 3/16 inch in diameter. Inside diameter of the bowl orifice ¾ inch. Depth of bowl 1 inch to where it is bored with a small hole to meet the stem hole; this method is also shown in other pipes. The bowl shows striæ of a drill, weight 2⅛ ounces.

Perpendicular height 1⅛ inches. The surface is nicely polished and very little weathered. The late Professor Boyle remarks, page 54, Report 1903, concerning this pipe, "one seems to see more of the European in Figure 9 than in the preceding example. To some extent this may be owing to the head dress, but a close examination of the workmanship points to a style of art that is not Indian. This is more clearly observable where a full face view is taken. Looked at in this way, too, it can be seen that although the workmanship may have been performed subject to the white man's influence, the representation is undoubtedly that of some Indian, for surrounding each eye is a circular arrangement of small dots extending from nose to ear, and from middle of forehead to the middle of the cheek, in outline, which in all probability corresponds to the fashion of face paintings adopted by the owner of the pipe."

Referring to these last three pipes, Mr. Boyle also remarks, page 52, Report 1903, "Numerous articles of white man's make were found associated with the stone specimens in these Onondaga graves, but unfortunately we now have no means of knowing whether the graves were all of one period, or of different periods, or whether each grave or only some of the graves contained objects of European origin. Other pipes from the same burial places bear marks that are usually regarded as evidences of European contact; these (pipes) are of a soft white stone scarcely any harder than the indurated clay found near this city (Toronto) and used in the manufacture of terra cotta work. The origin of this material has long been a source of wonder to some of us, and I have for some time been inclined to regard it as stalagmitic."

Mr. W. J. Wintemberg, of the Victoria Memorial Museum staff, Ottawa, Ont., furnishes a sketch and data of this unique lizard pipe, in which the upper part of the lizard is bent over the stem resting on its front legs, which are separate from each other. His description is as follows:

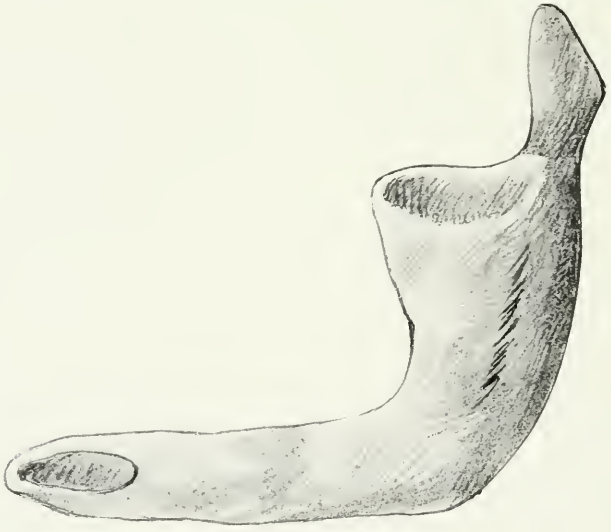
"Animal effigy stone pipe from Lake Medad, Wentworth County, Ont., made of veined yellowish soapstone polished. Catalogue No. VIII-F-80,559, Victoria Memorial Museum, Ottawa, Ont. It is 4⅝ inches long, 2⅛ inches high, and its extreme width at bowl is 1 1/16 inches. The eyes and nostrils are indicated by holes. The ears are slight projections; the lower lip is notched. There is a shallow longitudinal groove about ⅝ inch long and 3/16 wide along the chin. The toes of the forefeet are indicated by short upright notches, the toes of the hind feet are also faintly shown. On the side opposite the one shown, by oblique

lines coming together at the top, thus M. The back is triangular in cross section. Bowl hole a little more than ¾ inch in diameter and about 1⅝ inches deep. Triangular spaces filled with cross hatching on back above bowl hole, behind bowl

Cat. No. VIII.—F 8,559, Vic. Mem. Mus.

hole, and on tail. Slight breaks on stem, head, and bowl. Stem notched for teeth."

This is the first long stemmed pipe of this type made of steatite, from Canada noticed by author.



Cat. No. VIII.—F 8,551, Vic. Mem. Mus.

Mr. Wintemberg also furnishes sketch and data of another Wentworth County lizard long stemmed pipe in the Victoria Memorial Museum: "Made of soft limestone, much weathered, from Barton Township, Wentworth County, Catalogue No. VIII-F-8.551. It is 3 inches long, 2½ high and ⅞ in diameter across bowl. No trace of legs, stem broken, bowl hole conical ⅝ inches in diameter, and 1¼ deep."

Cat. No. VIII.—F 8,552, Vic. Mem. Mus.

Mr. Wintemburg also furnishes sketch and data of another long-stemmed, white-stone, lizard pipe from the shore of Lake Baptiste, Herschell Township, Hastings County, Ontario, now in the Victoria Memorial Museum, Ottawa.

"Much of the polished surface is scaled off. The legs are still plain on the side shown in the outline sketch. The projection intended for ears still recognizable, but the head otherwise badly weathered. Length, 5⅛ inches. Height, 3⅜ inches. Diameter of bowl, about 1⅛ inches. Diameter of bowl aperture, ¾ inch. Depth, about ¾ inch. Tail along bottom faint. Catalogue No. VIII-F-8552, Victoria Memorial Museum (Hirschfelder collection).

THE BEAVERTON STEMMED LIZARD PIPE.

This fine specimen was owned by Mr. George Proctor of Beaverton in 1902. Was found by him on the east shore of Lake Simcoe near Beaverton, Ontario, now known as Ethel Park. Length of stem from bowl to mouth-piece, 2 inches. Height of bowl, 1½ inches. Height of projected head above bowl. ¾ inch. Thickness through top of bowl from side to side. 1 inch, from back to front, 3/16 inches.

The broad, triangular, frog shaped head has projected eyes at the corners. The mouth is defined by a scratch. The forelegs are clasping the top of the bowl. The hind legs are extended along sides of stem and the tail extends underneath stem to nearly the mouth-piece. Length of lizard, about 3¾ inches. Cavity of

Beaverton Lizard Pipe.

bowl conical. There are some slight scratches on the surface. Material a limestone or lithographing stone (the latter material occurs as drift in this neighborhood). The extremities of forelegs expand into feet, but the hindlegs are cut off square at the ankles and no hind feet are represented. The tail extends straight as is the usual way, and is neatly worked. The surface of the pipe is smooth but not polished. I doubt if material would take a good polish. (From notes taken in 1902 by the author.) Mr. A. F. Hunter, of Barrie, in a letter of 26th March, 1902, remarks about this pipe: "In the picture (photo) of the lizard pipe the natural creases of the stone show pretty well. I am of the opinion this pipe is intended for an alligator. The granular markings on the stone are just like alligator scales, and the material was probably selected on this account. No other kind of lizard has a hide marked in this way. It is, in my opinion, another case of fitness in the choice of stone for the work intended." This pipe has not been brought to public notice before, and is the only one, so far, that has come to the author's notice, that shows projected eyes.

THE NOVA SCOTIA STEMMED LIZARD PIPE.

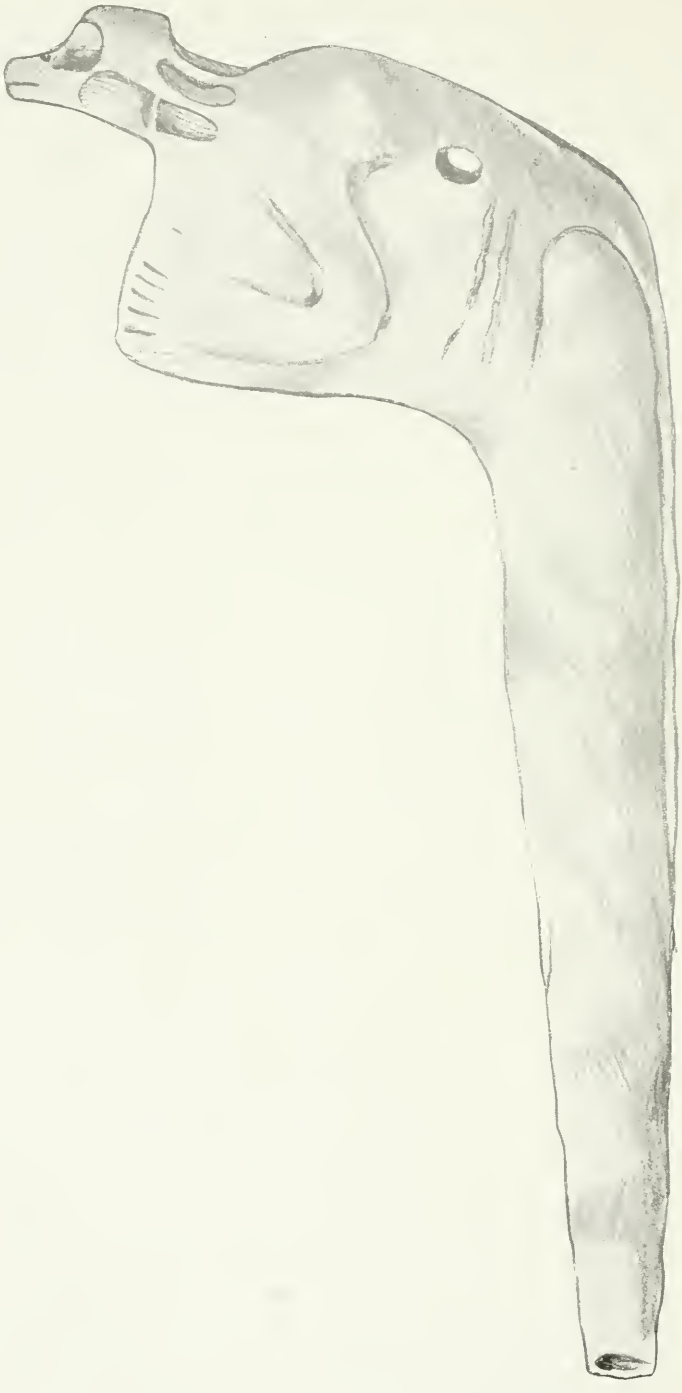
This pipe is described by Mr. Harry Piers in his "Relics of the Stone Age in Nova Scotia," Vol. IX. Transactions of Nova Scotia Institute of Science, 1896, Figure 96, plate 3, and pages 52-55, from which the following extracts are taken: "The pipe is owned by the Hon. W. J. Almon, M.D., of Halifax. The circumstances of its discovery are as follows: In 1870 an upturned copper kettle was unearthed by Mr. John J. Withrow in a piece of woodland to the westward of Upper Rawdon and within ten rods of the line of an old French trail from Shubenacadie to Newport, Hants County. The kettle was about eighteen inches or two feet under the surface. Beneath it were found this stone pipe, two iron tomahawks, five or six iron implements much rusted, about seven dozen oval blue beads, large size, a beaver tooth; no human bones. These relics were obtained by J. W. Onsley, of Windsor, from whom Dr. Almon obtained the pipe. The lizard is placed with its ventral surface on that side of the bowl farthest away from smoker. The fore and hind legs clasp the bowl while the long tail lies upon lower side of stem. The broad head extends up beyond rim of bowl. Two dots at the extremity of the somewhat pointed snout represent the nostrils. The mouth is closed and reaches around to side of head beneath the eyes. The latter are represented by large well defined circular cavities. Across the back of the neck appear a row of five elliptical cavities, their greatest length being in the direction of length of body. The long forelegs are bent upwards at right angles and the toes rest on the side of the bowl's rim. Incised lines divide the forefeet into rather long toes, seven of which are on the right foot. The hind legs are shorter, slightly broader and are gradually lost in the contour of the bowl, without any indications of toes. A longitudinal line extends from the thigh to the vicinity of the hind foot. A round hole about ¼ inch in diameter is drilled from side to side of bowl at the ventral surface of the lizard and just anterior to the hind legs. This hole was probably used for suspension purposes. The rim of the bowl is decorated on top by groups of from four to seven incised radiating lines. The bowl is nearly circular and is 1 inch in diameter, tapering downwards for about 1½ inches, where it is suddenly constricted to about the size of a lead pencil, extending further nearly an inch until it meets the stemhole. The total depth of bowl equals nearly 2½ inches. One side of cavity is continuous with the neck. Length of stem to side of bowl nearest smoker nearly 5 inches. Diameter of mouthpiece .4 of an inch, and at the further portion near the bowl a trifle more than an inch. Diameter of perforations at mouth end is .28 inches. The bowl rises 1.80 inches above stem. Thickness of bowl at thinnest part .17 inch. Taken generally the whole pipe may be said to be about 7 inches long, but from mouth piece to tip of snout it is 7.60 inches.

The entire specimen is in a very excellent state of preservation and without a flaw. Material fine gray stone different from any found in Province (N.S.). It bears a fine polish. A short tube of wood may have served as a mouthpiece, as no teethmarks are observable upon the stem.

It is a unique specimen in this part of the Dominion and is considered not to be the work of Micmacs, but probably came into Nova Scotia as a trophy of war or else of trade."

The fact of this pipe having these slots on its neck connects it with the effigy pipe makers of the Iroquois-Huron districts, in which the use of slots in effigy pipes of stone is a pronounced feature.

The figure of this pipe is given actual size. The total length of lizard being about 7 inches.



Nova Scotia Lizard Pipe.

The pipe is deposited in the Provincial Museum of Nova Scotia, at Halifax, as Accession No. 389.

Mr. Harry Piers, curator of above Museum, in letters of 12th March, 1914, and 4 Sept., 1914, gives the weight 11 oz. and the material as a light gray stone, very fine grained, either pipestone (?) or a rock closely resembling it. Pipe highly polished.

DR. C. RAU'S LIZARD PIPE.

The description and figure of Dr. Rau's pipe is from Smithsonian Contribution to Knowledge, Vol. XXII, No. 287, Washington, 1876, cut 192, in his "Archæological collections of the United States Nat. Mus."

Note on above by Dr. Rau: "Some of these . . . exhibit elegant outlines, almost reminding one of a cornucopia. The length of the neck in some of the specimens and their narrow bore seem to indicate that they were smoked without separate stems, like the common clay pipes now in use, in which the bowl and stem are united (continuous). A very beautiful, highly polished, steatite pipe of

Pennsylvania Lizard Pipe—by Dr. C. Rau.

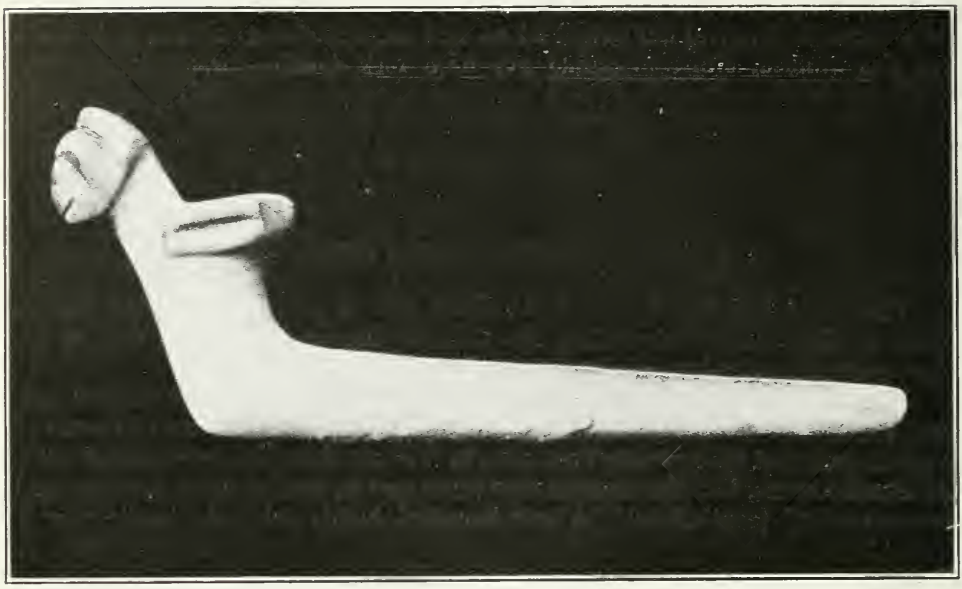
the collection carved in imitation of a lizard (Figure 192, Pennsylvania). The straight neck or stem apparently forms the animal's tail, and its toes are indicated by incised lines."

Mr. A. F. Hunter, in letter of March 26th, 1914, says: "The art of engraving at the time (1876) this cut was made was not advanced enough to bring out the incised lines indicating the lizard toes."

Length of this pipe is about 4½ inches. The wood engraving of the pipe by Rau is very poor and leaves one in doubt as to whether the legs and tail of the lizard have been much worn down or only slightly delineated.

This is the second steatite, long stemmed pipe noted so far, of this type.

We are indebted also to Mr. H. Piers, letter 25th March, 1914, and Mr. W. J. Wintemburg, letter 23rd March, 1914, for information re this pipe.



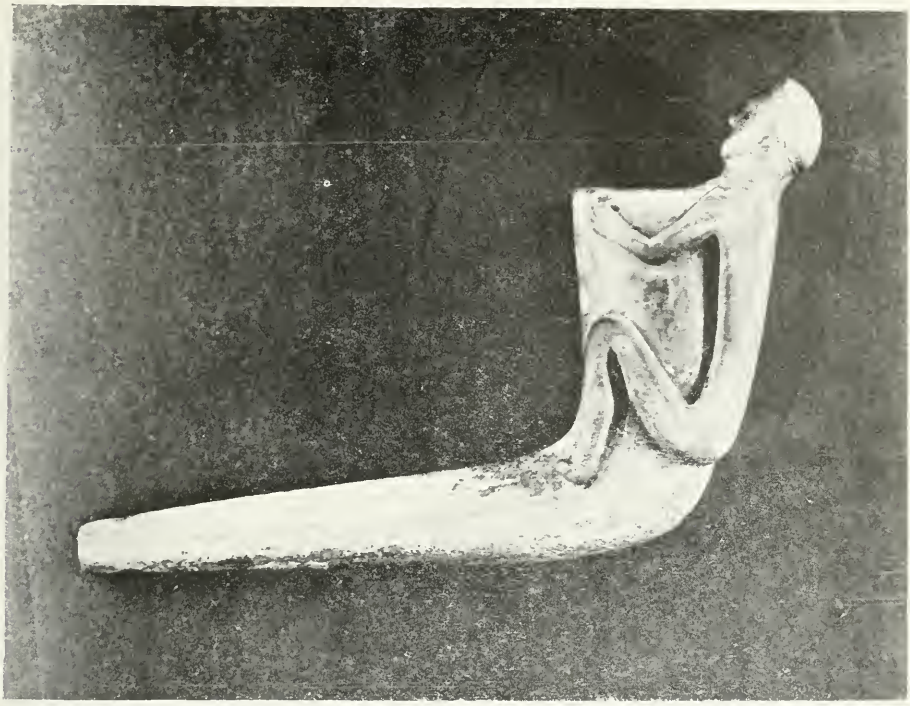
Iroquois Pipe—Pennsylvania.

IROQUOIS PIPE.

Dr. T. B. Stewart, of Lock Haven, Penn., has one of these long-stemmed pipes from the Susquehanna Valley, supposed to be of Iroquois origin, material clay state of a light drab color, identified by the Smithsonian Institution. The pipe is very highly polished and is 6 inches long and 2½ high. The stem is round and the bowl has greatest diameter from side to side. The head surmounting bowl probably represents a horned owl. The Archæological Bulletin, June, 1911, Vol. 2, No. 3, page 78, says: "The character of the head is somewhat doubtful in profile, as much like a fish as anything, but a front view shows two short ears, and it very likely represents some animal's head, or perhaps a bird head."

The square portion of the top of the bowl with groove is a Huron--Iroquois design and occurs in clay pipes even in this section (Victoria County, Ont.)

The pipe was found in a grave, Oct., 1909, near a large village site at Big Island, two miles east of Lock Haven.



Human Figure Pipe—side. Grand Island, Niagara River, N.Y.

Face View.

Back View.

HUMAN FIGURE. LONG-STEMMED PIPE. (BUFFALO, N.Y.)

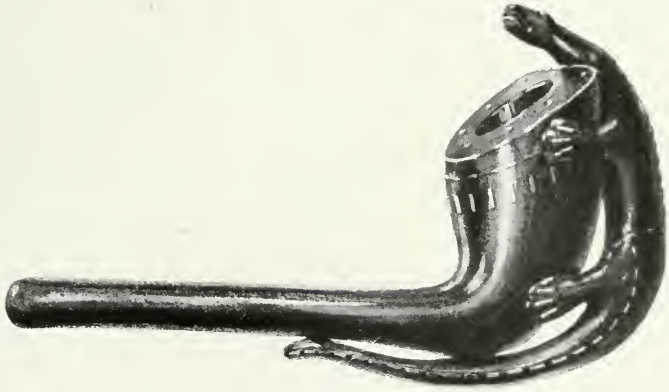
This pipe was taken from Grave 27, Van Son Farm, north end of Grand Island, N.Y. (Niagara River), by Mr. Frederick Houghton. With it were glass beads and a bone comb, see page 383, Vol. 9, No. 3 Bulletin, Buffalo Society of Natural Sciences, Mr. Houghton's article entitled "Indian Occupancy of the Niagara Frontier." In a letter of June 17, 1914, Mr. Houghton says this is undoubtedly Neuter.

The photographs of this pipe were furnished by Mr. Wm. L. Bryant, custodian of Museum, Buff. Soc. Nat. Sci., who says, in a letter of June 23, 1914, that "on the back (of effigy) there are incised lines evidently indicating a tatooed ornament."

This pipe is figured on Plate 3, Figure 137, Vol. 9, No. 3 Buff. Soc. Nat. Sci. Bulletin, and on page 316 it is described as being a beautiful carved marble pipe, was excavated with a number of skeletons and relics, both European and native, from a knoll on the Van Son Farm, in July, 1909.

The effigy holds the bowl between its arms and legs. The latter being acutely bent at the knee, with the head thrown slightly back.

Wooden Lizard Pipe—Victor, N.Y.



Probable appearance of pipe when new.

WOODEN LIZARD PIPE.

This pipe was taken by Mr. Fred Houghton from Grave No. 13, of the Seneca town of Ganagora (1681), in Victor, Ontario County, N.Y., associated with metal tools—see page 437, "The Seneca Nation from 1655-1687," by Fred Houghton, Vol. 10, No. 2 Bulletin, Buff. Soc. Nat. Sci. Also letters from Mr. Houghton, Jan. 14 and June 19, 1914.

Mr. H. R. Howland, Supt. Buff. Soc. Nat. Sci., in letter of 16th June, 1914, says: "The bowl is of wood lined with brass, and small pieces of brass are inserted for decoration, as shown in the drawing."

Mr. Howland had a drawing made showing what the probable appearance of the pipe was when it was new, which was photographed, also the actual remnants of the pipe itself were photographed, both photographs being reproduced here.

Mr. Howland elsewhere remarks that Ganagora was a Seneca village destroyed by the Marquis de Denonville in 1687, and that it was probably the Jesuit Mission of St. Jacques, and that the Senecas had been in contact with trader influence since 1657, also that he had never before seen a lizard figure in connection with Iroquois influence. This pipe shows that the lizard idea survived to a later date, and is introduced here for that purpose. In Mr. Houghton's letter of June 14th, 1914, he describes this wooden pipe as being preserved by the brass lining of the bowl. The lizard was well shown as crawling up over the pipe bowl, its tail lying along the stem. This pipe is in the museum of the Buff. Soc. Nat. Sci.

Mus. No. 9,801.

Specimen Museum, No. 9,801, Figure 2, page 49, Report 1903, is undoubtedly one of these long-stemmed pipes in process of manufacture, of which Mr. Boyle says, pp. 48-49, Report 1903: "There can be no doubt that this unfinished piece of work, Figure 2, was intended to be a pipe, and there is just as much certainty that the workman's purpose was to model some kind of animal's head on edge of bowl overlooking stem. It requires only a slight examination to conclude that before any work was done on this piece of limestone it was in pebble form, perhaps sufficiently irregular in outline to suggest the bowl and stem of a pipe, but, in any case, just a water-worn stone. Notwithstanding the extremely rough nature of the chipping an enormous amount of work has been performed, too, in a purely primitive way: on this specimen there is not a mark to indicate the use of any tools other than those of stone. Some of the flakes were very large, as may be seen by the scars on the diagram, and it may have been an attempt to strike off one of these that caused the fracture at the neck of the stem.

The pieces were found a hundred or more feet apart, and one piece a long time after the other. The former circumstance is suggestive of some "temper" on the part of the man whose unlucky blow spoiled his work.

For this instructive specimen we are indebted to Mr. W. G. Wright, who found it in the Township of Nottawasaga.

The saw-cut near the top of the intended bowl, and which extends nearly as far round as the other side, was clearly made with some cherty or other silicious tool, perhaps only a flake, either held directly in the hand, or in some way attached to a handle. If, then, we regard the quality of the stone, the character of the workmanship, the intention to make a carved pipe, and the design of forming some kind of figure on the bowl, we have all the conditions of a primitive nature that we may, and do usually, suppose accompanied a purely paleolithic method of working, and it is difficult to conceive an Indian workman proceeding in his simple way to form a pipe in imitation of some European model, as has recently been asserted he did."

This large and massive specimen may be said to be in the primary stage of chipping, as it shows a good deal of the natural surface on both sides, and was evidently in its original form one of those large flat, oval limestone pebbles that occur in places throughout the country.

Dimensions—8⅜ inches long, measured from tip of stem to outside of bowl; perpendicular height, 5⅝ inches, of which 1½ inches were evidently intended for the head. The specimen has almost a uniform thickness of 1⅜ inches. The depth of bowl back to front 2¼ inches. The thickness of stem from top to bottom about 1¾ inches. One can judge the amount of work necessary to trim this pebble down to make a long, slender-stemmed pipe and bore the stem hole. Looking at the specimen one would think that it takes more work and care to complete the stem than the bowl. It is somewhat of a mystery to me yet how the stem holes can be bored in these pipes, though I have heard of half a dozen primitive ways. Material light gray limestone, seemingly non-stratified. There are no evidences of pecking or polishing, the specimen showing only primary chipping and sawing. The natural surface on both sides of pipe being smooth, as if water-worn. Weight 1 lb. 2 oz. Avoir., which no doubt would be much reduced when pipe was completed, probably 50 per cent.

NOTES

Rev. Dr. Wm. M. Beauchamp, on p. 170, *American Antiquarian*, Vol. XII, No. 3, 1890, in an article called "Comparison of Relics of Ontario and New York," speaks of two curious slender "white stone" pipes, very slender for stone—a head projecting from rear of bowl—and are much like some of the larger clay pipes in form, differing only in material; one is 5½ inches and the other 7¼ inches from tip to tip. The former was found in Hamilton, Ont., and the other at Lake Medad. These may be the two first long-stemmed pipes figured in this paper.

F. W. Waugh, p. 76, Report 1902, in "Neutral Village Sites in Brant County," mentions several pipes of light-colored stone having long, slender stems and bowls, and figures carved on the front—one, a small stone pipe, had a lizard-like animal clasping the bowl, described as coming from an ossuary on site 5, Walker's Farm, lot 10, con. 2, Onondaga Township, and puts the age of this site 250 years or more, as the Neutrals were wiped out by 1652 or 1653. White man's relics (of metal) were found in ossuary. These are the pipes figured and described in this paper as coming from the Walker Farm.

In reply to a query *re* effigy pipes as regards modern Western Indians, Mr. H. C. Fish, Curator of State Historical Society, Bismarck, North Dakota, in letter of 14th May, 1914, says: "With our Indians out here these different effigy pipes are not the representation of different animals, or to represent man, but they are the animal soul or man soul. They are the suggestion of the great animal or man soul, or the conception of the inner life rather than the effigy of any particular animal or man. To our Missouri Indians it is rather psychic than material."

Letter of April 17th, 1914: "We do not have in the museum any pipes with the lizard effigy. The lizard is very uncommon out here. . . . and I suppose they (the Indians) would use in their carvings and symbols those things which were common with the country."

Letter of April 22nd, 1914: "This morning Red Bear and Young Hawk, with their interpreter, were in the office, and I asked them about the old pipes which were carved in the olden days. They said that they carved the deer head, the elk head, the horse head, the buffalo head, the wolf, the bear holding the pipe bowl in its arms, and they used the snake for the stem of the pipe. They had never seen any pipes with the lizard on, and did not know what the lizard was; that the men carved the pipes to suit the individual tastes, to show the totem of the tribe and to give homage to the Great Spirit for food and game. These Indians were of the Arikara tribe at Berthold, northwest of here."

In answer to a query *re* effigy pipes, Mr. A. McG. Beede, a missionary who has been with the Sioux many years (32), in letter of April 16th, 1914, states: "As to effigy pipes, if you find one (fish or lizard) in Missouri or the Dakotas (or still further southeast), be sure it was imported. On pipes and canes (?) the snake is common (or part of a snake). Formerly rattle-snakes were far east of the Missouri, but lizards were seldom seen; elks and buffalo were used by the Western Sioux, and bears (instead of buffalo) by the Middle Sioux. Fish were sometimes, but not often, on articles of Missouri River Indians (Middle Sioux, Mandans, Hidatsa, and Arikara). I never saw any tendency to fish or lizard ornamentation among the Assiniboines. These ornaments seem to coincide with the creatures in the country of a people. The names of persons show the same tendency; for instance, the Middle Sioux and other Missouri River Indians have 'Bear' as a name, which is replaced by 'Bull' (Buffalo) in Western Sioux."

Clarence B. Moore, Philadelphia, Pa., in letter of May 11th, 1914, does not know of any lizard pipes from Pennsylvania, or from the South.

W. C. Mills, Curator Ohio State Archæological and Historical Society, Columbus, Ohio, in a letter of June 10, 1914, remarks that they can duplicate almost any of the pipes mentioned in 2nd paper, Report 1913, but for the most part they are much larger, and somewhat different in character, and that a pipe was lately found at Newark, Licking County, Ohio, which is similar to the bear pipe on p. 41, Report 1913, but is remarkable in this, that it is a human effigy pipe; over the head of the effigy is placed the head of a wolf or a bear, showing that it was a head-dress. (Note by Author: This fact also occurs on a small, oblong, soapstone pipe from Bexley Township, Victoria County, Ont., having a human face surmounted by an animal's head; see Report 1906, page 26, Fig. 12.) They have a few lizard pipes in Ohio, and also the lizard effigy is found on some pottery; see Report on Gartner Mound and Village Site, by Mills.

J. H. Paarmann, Curator Davenport Academy of Science, Davenport, Iowa, in letter of 15th June, 1914, states that they have none of the types of effigy pipes under discussion (2nd and 3rd papers) in their museum.

Referring to Bird Pipe, Fig. 103, Bull. Polished Stone, N. Y. State Museum, which is reproduced on page 64, Report 1913, and also in "Comparisons of Relics of Ontario and New York," in which Mr. Beauchamp says on page 169, No. 3, Vol. XII, *American Antiquarian*, 1890: "I made a drawing of a fine bird pipe from the Oneida River, New York, the material being stone, the crested bird resembling a woodpecker. . . . I was gratified to find its counterpart in Toronto, although in a battered condition. There could be no doubt of their being made by the same hand, but like many other stone pipes this was done after the introduction of iron tools." Mr. A. C. Parker, N. Y. State Archæologist, remarks in a letter of 20th June, 1914: "I note that you cite Dr. Beauchamp's view that the best pipe of this sort that he has seen seems to be of modern manufacture. At present we have this pipe in our museum, and I have studied it with some care. There is nothing about it which would indicate the use of steel implements as far as my opinion has weight. The pipe is nicely worked, but all the incisions might easily have been done with a sharp flint, as experiment will show. The drilling for the stem hole and bowl are both conical, just as the apparently older forms are, but this drilling seems to have been smoothed with some fine abrasive and later polished. I am thus inclined to take issue with Dr. Beauchamp in his belief that the pipe is of modern manufacture and am inclined to believe that the doctor would be willing to admit that his statement was debateable."

Also referring to the Silverheels Owl Pipe, p. 62, Report 1913, which is from a site stated to be Eriean, Mr. Parker in same letter further explains: "Referring to my statement about the Silverheels owl pipe from Brant Township, Erie County, N.Y., Mr. Harrington and myself, after a considerable debate, involving field research, came to the conclusion that the site and the greater portion of the artifacts were not Erie but probably the remains of a Seneca settlement, made after the destruction of the Eries. At the time our original excavation was conducted neither one of us had the extensive field experience to draw upon in forming our conclusions that we now have; thus the owl pipe we have concluded was interred by Seneca hands. . . . My investigations lead me to believe that pipes of this character are Iroquoian, or, as might be better termed Huron-Iroquois. I have never found one of these pipes, or even a fragment of one, on a purely Algonkin site. The Algonkin pipes are entirely different and few if any ever rise to effigy forms, except the more modern forms, which are known by such names as 'Micmacs,' etc."

After quoting Mr. Parker as per above, it is only fair to quote also from Mr. Beauchamp, referring to the sketches reproduced in the 2nd paper on effigy stone pipes in 1913 Report in particular, and to this class of effigy pipes in general. Letter of 25th June, 1914, says: "If I had supposed my drawings were to be reproduced I would have been more exact in details. They are correct in form and markings, but borings are not made exactly circular, nor did I shade them so as to show the exact minor curves. I am inclined to modify my opinions of age for several reasons; the sharpness of boring can be accounted for and is perhaps no sharper at the surface than in many ceremonial objects. The material is a strong point, for while not invariably of ornamental slate, some are made of choice specimens of that, naturally inclining me to place them with the banner stones, amulets, gorgets and tubes of quite early date. Perhaps a yet stronger point here is that they never have been found here, according to my experience, on any distinctly Iroquois side. Mr. Parker (page 67, Report 1913) speaks of their occurring side by side with Iroquois clay pipes, which strikes me as merely a general statement. On camp sites I find several periods represented, but not in villages and forts. There is one striking difference between these and the early clay pipe—in the latter the face is usually toward the smoker; in the latter it is always the reverse. This, of course, would imply a distinct period, early or late. In regard to the lizard type, in its broad sense I have seen about a dozen here (N. Y. State), all but two of clay."

Mr. Christopher Wren, of Plymouth, Pennsylvania, Curator of Archæology, Wyoming Historical and Geological Society, of Wilkesbarre, Pa., in reply to query *re* effigy pipes, states in a letter of June 19th, 1914: "We find nothing here, so far as I know, in the line of pipes which at all resembles the designs of those you illustrate (Report 1913). . . . Some fine soapstone pipes are found here with animal figures or the human head and face on them. . . . the lizard is a favorite figure on such pipes."

Again in letter of July 1st, 1914, in response to further inquries: "I know of no pipes in this region (Wyoming Valley, Pa.), showing the entire human figure. Pipes with the human face (portrait pipes) are occasionally found here, but may be called very rare. I have seen a few of them made of soapstone, and more commonly of clay.

In discussing the use of the human figure as an embellishment by the Indians, Arthur C. Parker expressed the opinion that they refrained from doing so, perhaps, because of their peculiar ideas that a representation of any living animal took on some of the characteristics of the things copied, and might be hurtful to the original."

Mr. Alanson Skinner, Assistant Curator American Museum Natural History, New York, N.Y., in reply to queries regarding effigy pipes and lizard pipes, in letters of September 9th and October 6th, 1914, says that they have not a single pipe of the effigy type described in Report 1913, from either the United States or Canada, in their collection, and that they do not find this type at all in the territory of the New York Coastal Algonkin, and that none of their clay and stone animal pipes from Central New York fill into the described types; also that they have no lizard pipes from either side of the border.

Mr. Jas. A. Branegan, Philadelphia, Pa., letter 24th November, 1914, says that they have nothing like these pipes in Pennsylvania, which I take to mean not in the part that he has archæological knowledge of.

Mr. A. McG. Beede, Hekton, N.D., in a letter of Jan. 12th, 1915, states as follows: "The statements made to you by me at first regarding effigy pipes were too cautious and restricted. The Hunk-pa-ti Sioux, living along the Missouri, had plenty of lizard, alligator pipes in the old times. The Teton Sioux had these to some extent, but I am not yet certain whether they made them themselves or purchased them from the Hunk-pa-ti. Yesterday an old Indian woman . . . . . said she had seen, in old times, deer femur bone pipes with lizards carved on them. I never saw such pipes. I have found an ashwood calumet old pipe with a lizard carved on it, and painted. . . . . At a later date came the bear and buffalo effigy pipes. And then pipes with horses and mules on them—the mule and his rider being one person in the carving."

CERTAIN OJIBWA MYTHS.

By COL GEO. E, LAIDLAW

The first of these following tales was told to me some eight or ten years ago by Ben Simcoe, an elderly Indian from the Rama Reserve, Ontario County, near Lake Couchiching, and is probably a modern version of an older tale, as it introduces the negro and white man. The word "He" in the story stands for "God" or the "Creator." I could not get definitely from Simcoe whom it did stand for. He seemingly did not know much about earlier Indian beliefs and conditions.

The remaining three stories were told to me this summer by Jonas George, Chippewa, of Rama Reserve, aged about sixty-four, professed Christian. His Indian name is Wash-a-ghe-zik, which means "A clear day."

G. E. Laidlaw.

The sketch of the two little shiny men setting lightning at the tree, also the "Monster," were drawn by Wash-a-ghe-zik. G. E. L.

The Creation of Man.

Told by Ben Simcoe, Chippewa (Ojibwa), of Rama Reserve, Ontario County.

He (the Creator) took some clay and made a man. He baked it; it was not done enough. He threw it away; it was no good. This was the white man.

He took some more clay and made another man and baked it. This one was baked too much, and was burnt. It was no good. He threw this away. This was the negro.

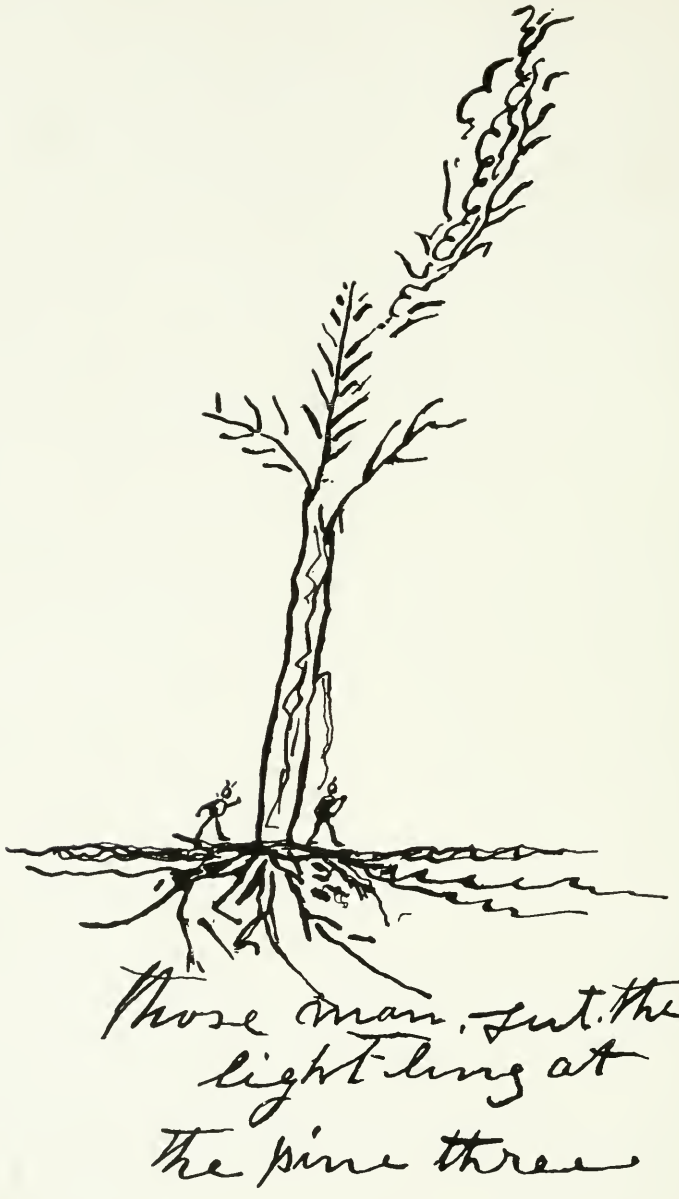
He took another bit of clay and made a third man. He baked this and it came out all right. It was just right. This was the Indian, better than the white man or the negro.

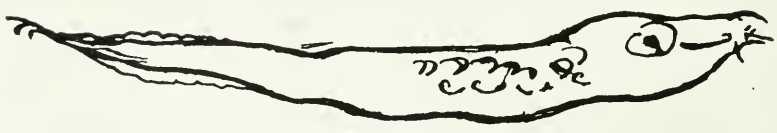
Thunderbolt.

This story was told to Wash-a-ghe-zik by his father, and was told to his father by his grandfather.

A young Indian, many years ago, went out to hunt early one morning, and coming on noon he got hungry and started back to camp. In passing a pine stub that had been struck by lightning he saw "something" sticking in the tree where the lightning hit. He pulled this "something" out and looked at it. It was about two fingers broad, and about one hand long. He put it back again in the tree exactly like he found it, and went on. When he came to camp he told his father about it, and his father and several other men, together with the young man, went back to examine it. Neither his father or the men with him could pull this "something" out, but the young man could; so he pulled it out, wrapped it up and took it to camp. This "something" would tell the young man some hours before a storm came up that the storm was coming, so that the Indians could make camp. The young man used to dream that he could split trees by pointing this "something" at them, but never tried it. He kept this for many years. He was about eighteen years old when he found it, and lived to be forty-seven. He died unmarried and his name was forgotten.

The "something" was shiny and quivering, and nobody knew what it was made out of. It was lost shortly before the man died. Wash-a-ghe-zik had no name for this "something," and said the Indians could not make up a name for it.





MONSTER.

Nim-Mah-Kie.

Once, a long time ago, before the white man came to Canada, an Indian struck out through the bush to hunt. It came on a storm and he took a line for camp, which was by a little lake away up north. It came on worse, and the Indian crawled under a projecting pine tree. He saw the lightning strike several trees, and looking very closely at one tree that was struck he saw a little man (about two feet high) standing by one side of the tree, and looking again at the tree he saw another little man standing at the other side of the struck tree. Both these men were fine little fellows, all black and shining, and are called Nim-Mah-Kie (Thunder). They climbed up in the air like they were climbing ladders, and disappeared. After they went up more lightning came down. These little men set the lightning at the trees and make the thunder. Thunder and lightning keep the monsters down on the land and in the lakes.

Monsters.

These monsters, which are about twelve feet long and about one and one-half to two feet thick, and which have long jaws full of teeth, and look like half fish and half snake, live in hills near lakes. They have underground passages from the hills to the water, and can sometimes be seen early in the morning. In small lakes and bays of larger lakes they move around with great swiftness, forcing the weeds and floating sticks, etc., up high on the shore, similar to swirling your hand around in a wash basin. Sometimes they do this with so much force that they leave the small lakes partially dry. One of these monsters lives in the hill just north of where the old Indian portage from Lake Simcoe enters West Bay, Balsam Lake (now Portage Road). Another lives in the hill at Atherley, Rama Reserve, Lake Couchiching, and another lives up north in a lake the name of which is now forgotten. Thunder and lightning kill these monsters.

NEW ACCESSIONS TO MUSEUM

When the first explorers and pioneers from the old world pushed their way up the Ottawa, Mattawa, and down the French River into the mysterious forests of the Tionnontates country, they found there a red-skinned race, who were possessed of remarkable moral and physical attributes. They were extensive cultivators of tobacco, as well as large traders in the same with numerous northern and western tribes. Many evidences of their smoking habits are traced in the pipes found in their kitchen-middens, and surface finds are also numerous, most of which, however, are imperfect. On page 82 and 83 are illustrated at a number of Tionnontate clay pipes found in the township of Nottawasaga. All these pipes resemble very closely those of the Iroquois, Attiwandarons, and Hurons, as found in the state of New York, as well as through the Province of Ontario. The square Iroquois pipe, as well as the bell-shaped Attiwandaron, are both found throughout the Tionnontates country. Stone pipes are not so numerous, probably due to the fact that the territory had not been occupied for so long a period, but all stone artifacts are less numerous in this district.

Fig. No. 33,989. Full size.

Figure No. 33,989 was presented to the Museum by T. R. Mayberry, Esq., MP.P., and was found on Lot 16, Concession 3, W. Oxford. It is a very dark stone pipe with a flattened stem, somewhat after the monitour types.

Fig. No. 33,902.

This pipe, No. 33,902, in the Kennedy collection was found on the 7th Concession of York Township, north of Weston, and is a typical form found all through the Huron-Iroquois district, and made an excellent model for the Europeans to copy from.

Nottawasaga Pipes.

Nottawasaga Pipes.

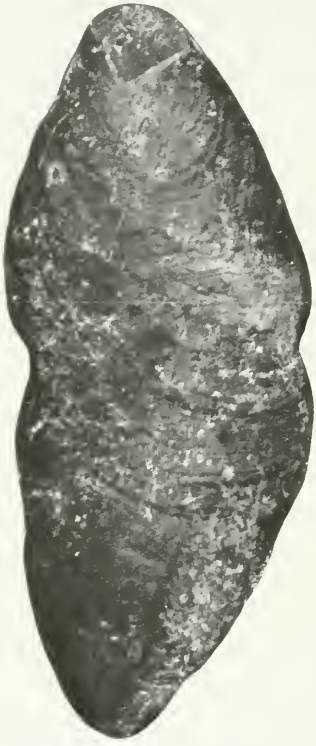


Fig. No. 34,037. Full size.

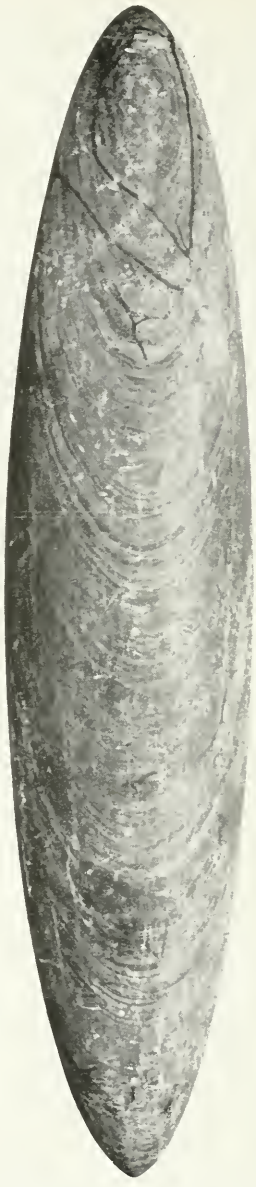


Fig. No. 34,047. Full size.

Figure No. 34037, a banner or wing-formed stone from Middlesex Co. and bears the appearance of age and may have antedated the Attiwandaron occupation of Western Ontario.

No. 34047 is an excellent specimen of an ice-chisel (trauche). It is heavy and brought to a sharp point at both ends. probably made use of in the north country by the Indians during their hunts for beaver. The handle was fastened to the centre in the usual fashion. thus making an excellent ice-breaker for piercing holes in the lodge into which the animal goes for refuge. and through these holes laying their nets for the purpose of catching them.

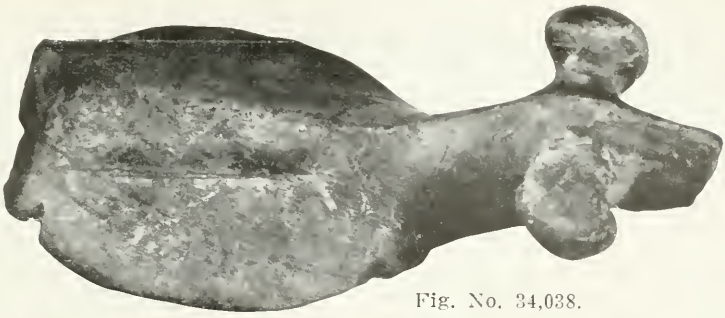


Fig. No. 34,038.

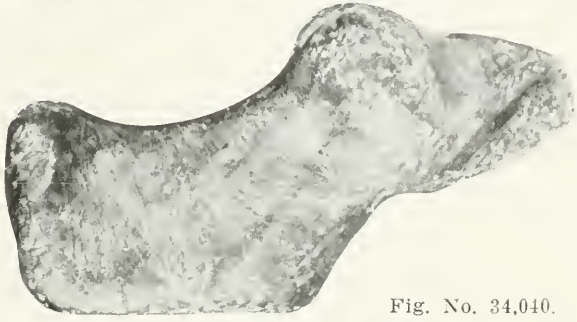


Fig. No. 34,040.

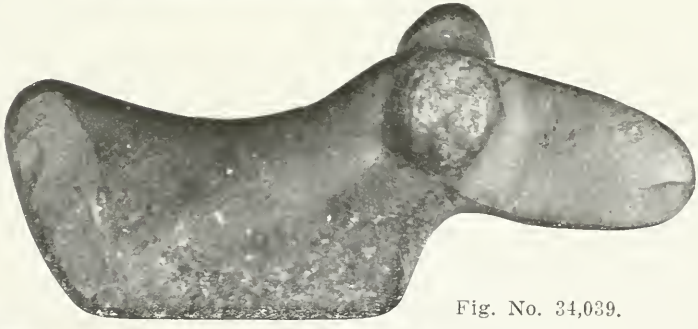


Fig. No. 34,039.

Fig. No. 34,041.

These figures, No. 34038-39-40-41, which have been usually designated "bird amulets," were presented to the Provincial Museum by John Grayburn, Esq., and were all found in the County of Middlesex. Figure 34040 is poorly made and looks as if it had been only partially finished, or else that fire and weather had defaced it. The others have the protuberances known as eyes and the usual boring at the extremities of the base. Few of these artifacts are found in the country of the Tionnontates, the large majority coming from south-western Ontario.

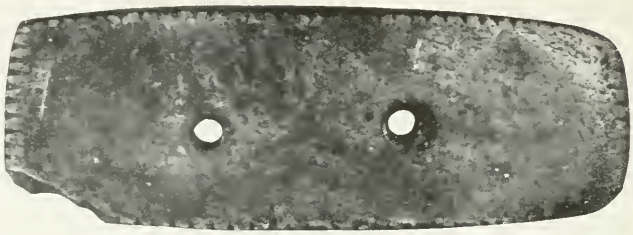


Fig. No. 34,032.

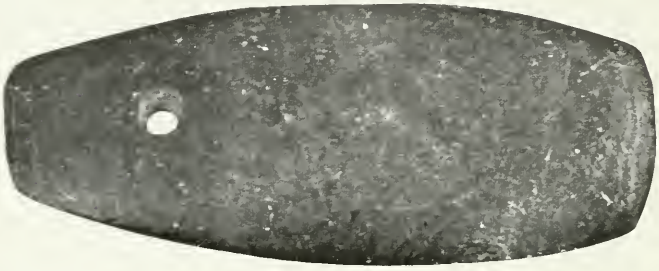


Fig. No. 34,031.

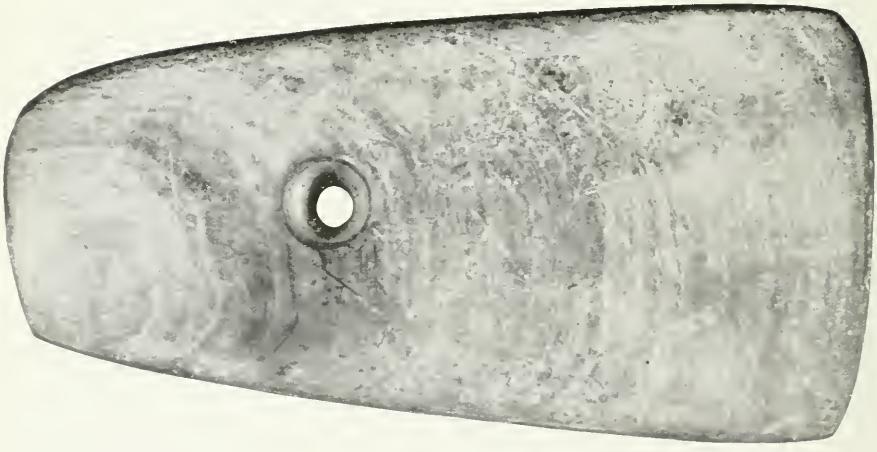
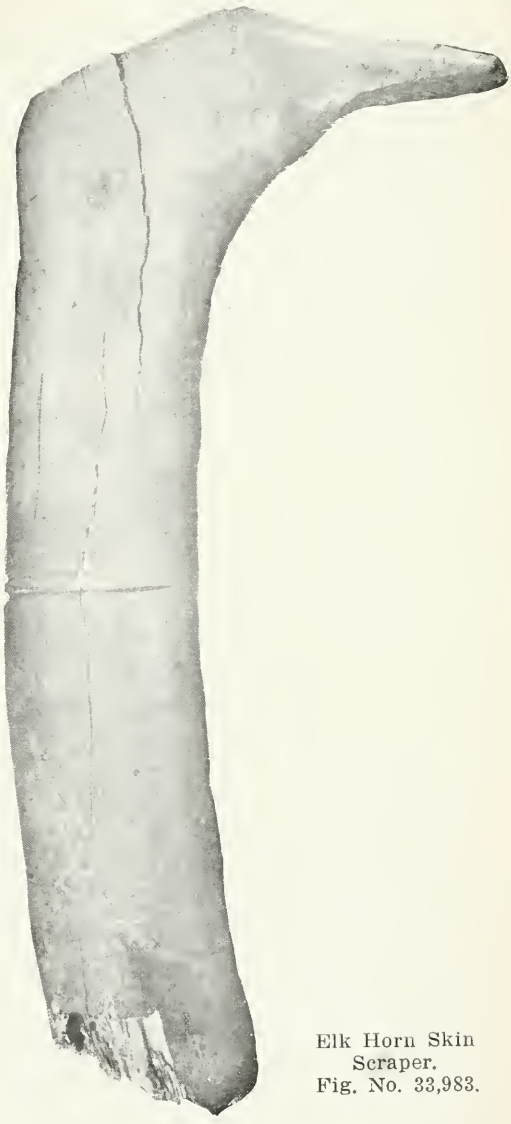


Fig. No. 34,030.

Figures 34,030-31-32, commonly known as ceremonial stones, are the gift of Mrs. John Grayburn, and also from the County of Middlesex. They are the handiwork of the Attiwandarons. No. 34,032 bears the appearance of having been used for a tallying stone, either for gambling or other purposes. They are all made of stripped slate, with the hole bored in the usual aboriginal fashion. No. 34,031 is somewhat worn and has the appearance of age. No. 34,030 is a very common form found all through Ontario, and particularly in the western areas of the Province.

Bone. Fig. No. 34,048.



Elk Horn Skin Scraper.
Fig. No. 33,983.

Fig. No. 33,990.

This unique bone artifact (No. 34,048) was found in an ashbed near Weston, and was presented to the Museum by Mr. A. M. Kennedy, with his very large collection. It is the only bone artifact of this kind in the Provincial Museum, and is 11⅝ inches in length with a round sharp point at one end and the other flattened. The workmanship is not only perfect, but most regular. The use to which bone pieces of this kind were most probably put is in the game of straws. Charlevoix states that in this game, which generally consisted of 201 pieces, they divided them with a kind of awl, or sharp bone such as this.

This stone artifact (No. 33,990) was presented to the Museum by Mr. C. W. Nash. It is unique in its outline and was probably used as an ornament to decorate the ear or nose of some ancient Attiwandaron brave. It is the only article of the kind we have in the Museum, and it was found in one of the ancient village sites near Queenston.

Figure 33,983, an elk horn skin scraper, which is one of four in the Ontario Provincial Museum. It was presented with a number of other artifacts by Mr. E. R. Steinbrueck, of Mandan, N.D., with the attached flint, well laced on by thongs of deer hide, it must have been a very useful instrument. It is 12 inches long—5½ across the top and 2⅛ inches in diameter. This scraper was found at Areckara Fort, about sixteen miles from Mandan. After the skin has been cleaned it is worked down with this adze-shaped scraper, formerly tipped with stone, but now with metal. This process reduces the hide to a uniform thickness.

ACCESSIONS TO MUSEUM

33738-9—Lamps used in the Lighthouse at Toronto, from 1818-1850. Gift of John Ross Robertson, Esq.

33740—Stone adze. Found by Frank Carrell on the beach at Wellington, Prince Edward County, gift of Wm. Carrell, Esq.

33741-69—Fragments of clay pottery. Gift of Rev. J. P. Hall, Brown's Town, Jamaica, May 9th, 1914.

33770-3—Stone axes. Gift of Rev. J. P. Hall, Jamaica.

33774-90—Shells. Gift of Rev. J. P. Hall, Jamaica.

33791-97—Small bones. Gift of Rev. J. P. Hall, Jamaica.

33798—Skull; found near Galt. Gift of A. B. Vardon, Esq., Galt, Ont.

33799-800—Bones (humerus). Gift of A. B. Vardon, Esq., Galt, Ont.

33801—Army water-bottle, found at Ridgeway. Mrs. M. A. Kerr, Galt, Ont.

33802—Stone adze, W. Nissouri Tp. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33803—Stone adze, McKay's Creek, Nissouri Tp. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33804—Wooden ladel, Mohawk Reserve, Grand River. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33805—Tusk, Chicago Stock Yards. Gift of L. D. Brown, Esq., St. Mary's, Ont.

38806—Piece of Shell. Gift of L. D. Brown, Esq., St. Mary's Ont.

33807—Hatchet, North branch, Thames River, S. Perth. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33808—Gun flint Desplains River, Ill. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33809-13—Arrow-heads, McKay's Creek, E. Nissouri Township. Gift of L. D. Brown, Esq., St. Mary's, Ont.

33814—Hammer stone, Woodbridge, Ont. Gift of J. F. Orr, Esq., M.D.

33815-74—Bone awls. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33875—Ten bone beads. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33876—Seventy-eight teeth. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33877—Three hundred and sixty-five bone fragments. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33878—Eleven fragments of Clay pipe stems. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33879—Two fragments of clay pipe bowls. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33880—Nine hundred and twenty fragments of chert. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33881—Twenty-five bone beads. Gift of A. M. Kennedy, Esq., Weston, Ont., Oct., 1914

33882-87—Fragments of bone needles. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33888-900—Bone awls. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33901—One hundred and seventy seven fragments of pottery. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33902—Sixty seven fragments of clay pipe bowls. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33903—One hundred and forty-four fragments of clay pipe stems. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33904—Seventy-eight arrow-heads. Gift of A. M. Kennedy, Esq., Weston, Ont., Oct., 1914

33905—Thirty-one stone chisels, adzes, etc. Gift of A. M. Kennedy, Esq., Weston, Ont., October 1914.

33906—Eighteen stone chisels, adzes, etc. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33907—Thirty-one clam shells. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.

33908—Iron wedge. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.
33909—One-hundred and one bone beads. Gift of A. M. Kennedy, Esq., Weston, Ont., October, 1914.
33910-63—Fragments of pottery. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33964—Charred cob of corn (200 years old). Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33965-979—Flint specimens. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33980—Tooth. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33981—Bone awl. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33982—Bone fragment. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33983—Hide scraper. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33984-5—Shoulder blades of buffalo; used as hide scrapers. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33986—Squash knife. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33987-88—Shoulder blades of buffalo; used as hide scrapers. Gift of E. R. Steinbrueck, Mandan, N.D., U.S.A.
33989—Stone pipe, Lot 16, Con. 3, W. Oxford. Gift of T. R. Mayberry, Esq., M.P.P.
33990—Stone ornament, Lincoln County, Ont. Gift of C. W. Nash, Esq.
33991-2—Topa cloth, Honolula. Mrs. W. A. Orr, Los Angeles, Cal., U.S.A.
33993-4—Grooved axes, Montgomery Co., Pa., U.S.A. By Exchange with Jas. A. Branegan, Esq., Millbourne, Pa., U.S.A.
33995—Spear-head, Berks Co., Pa., U.S.A. By exchange with Jas. A. Branegan, Esq., Millbourne, Pa., U.S.A.
33996—Part of banner stone, Berks Co., Pa. By exchange with Jas. A. Branegan, Esq., Millbourne, Pa., U.S.A.
33997—Fragment of pottery, W. bank of Delaware River, Pa., U.S.A. By exchange with Jas. A. Branegan, Esq., Millbourne, Pa., U.S.A.
33998-34003—Fragment of pottery, W. bank of Delaware River, Pa., U.S.A. By exchange with Jas. A. Branegan, Millbourne, Pa., U.S.A.
34004-29—Arrow-heads, from Berks, Lehigh and Northampton Counties, Pa. By exchange with Jas. A. Branegan, Esq., Millbourne, Pa., U.S.A.
34030-36—Gorgets. Middlesex County. Gift of Mrs. Minnie Graburn.
34037—Banner Stone. Middlesex County. Gift of Mrs. Minnie Graburn.
34038-41—Bird Amulets. Middlesex County. Gift of Mrs. Minnie Graburn.
34042—Fragment of Bird Amulet. Middlesex County. Gift of Mrs. Minnie Graburn.
34043-45—Large stone gouges. Middlesex County. Gift of Mrs. Minnie Graburn.
34046—Stone adze or axe. Middlesex County. Gift of Mrs. Minnie Graburn.
34047—Stone implement. Middlesex County. Gift of Mrs. Minnie Graburn.
34048—Bone implement. Gift of A. M. Kennedy, Esq., Weston, Ont.
34049—Stone axe, found on Lot 4, Con. 1, McKillop Township. Presented by Bernard O'Connell, of Dublin, Ont.
34050—Large round stone, probably used for gambling purposes; found at Woodbridge, and presented by Miss Merlda Orr.
34051-2—Gambling stones; found near Woodbridge. Miss Merlda Orr.
34053—Part of stone ice chisel; found near Woodbridge. Miss Merlda Orr.
34054—Souriguois basket; from Nova Scotia. Presented by Miss Mary Cullum.
34055—Stone axe, Vaughan Tp., Con. 7, Lot 15. Dr. R. B. Orr.
34056—Stone gouge, Lot 12, Con. 6, Vaughan Tp. Dr. R. B. Orr.
34057-8—Slate gorgets. Vaughan Township. Dr. R. B. Orr.
34059—Small stone axe. Con. 6, Vaughan Tp., Malloy's Farm. Dr. R. B. Orr.
34060—Heavy pottery. Vaughan Tp., Dr. R. B. Orr.
34061—Bone awl. Con. 7, Vaughan Tp. Dr. R. B. Orr.
34062-171—Flints. Vaughan Tp. Dr. R. B. Orr.
34172—Corn cobs, found near Weston, Ont. A. M. Kennedy, Esq.
34173—Bone awls and beads, found near Weston, Ont. A. M. Kennedy, Esq.

34174–7—Four specimens of net sinkers found on Rowe's Island, in the Columbia River, 2¼ miles below Pasca and ¾ of a mile above the mouth of the Snake River; Franklin County. Washington. Presented by Earle O. Roberts, Esq., March 14th, 1914.

34178—Model Eskimo kayak. By exchange with W. J. Graburn, Esq.

34179—Model Eskimo kayak. By exchange with W. J. Graburn, Esq.

34180—Model Eskimo sealing boat. By exchange with W. J. Graburn, Esq.

34181—Eskimo dog whip. By exchange with W. J. Graburn, Esq.

34182—One bone reloading tool (Eskimo). By exchange with W. J. Graburn, Esq.

34183—Fish spear (Eskimo). By exchange with W. J. Graburn, Esq.

34184—Eskimo arrow quiver. By exchange with W. J. Graburn, Esq.

34185—Eskimo bone pointed arrow. By exchange with W. J. Graburn, Esq.

34186—Eskimo bone pointed arrow. By exchange with W. J. Graburn, Esq.

34187—Eskimo metal and bone pointed arrow. By exchange with W. J. Graburn, Esq.

34188–9—Model Eskimo harpoons with toggle head. By exchange with W. J. Graburn, Esq.

34190—One arrow steel point (modern). By exchange with W. J. Graburn, Esq.

34191—One arrow flint point (modern). By exchange with W. J. Graburn, Esq.

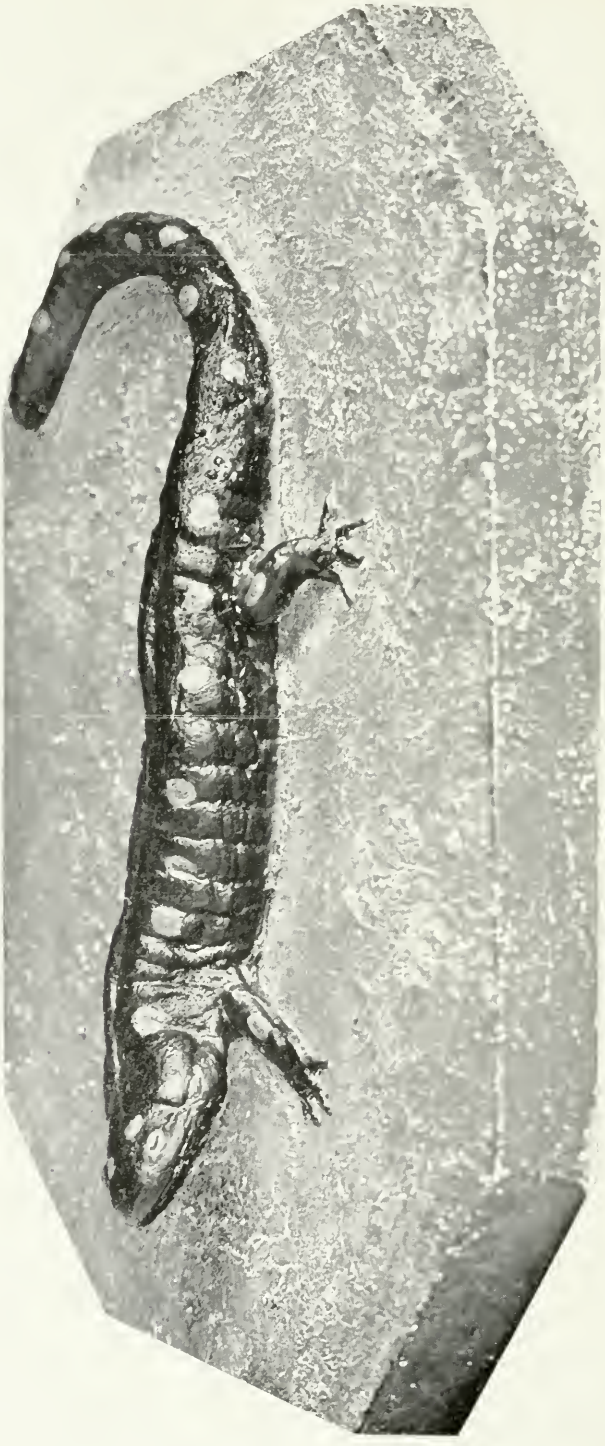
34192–206—Stone adzes. Nottawasaga Tp. Presented by C. A. H. Clark, Esq.

34207–222—Stone adzes. Floss Tp. Presented by C. A. H. Clark, Esq.

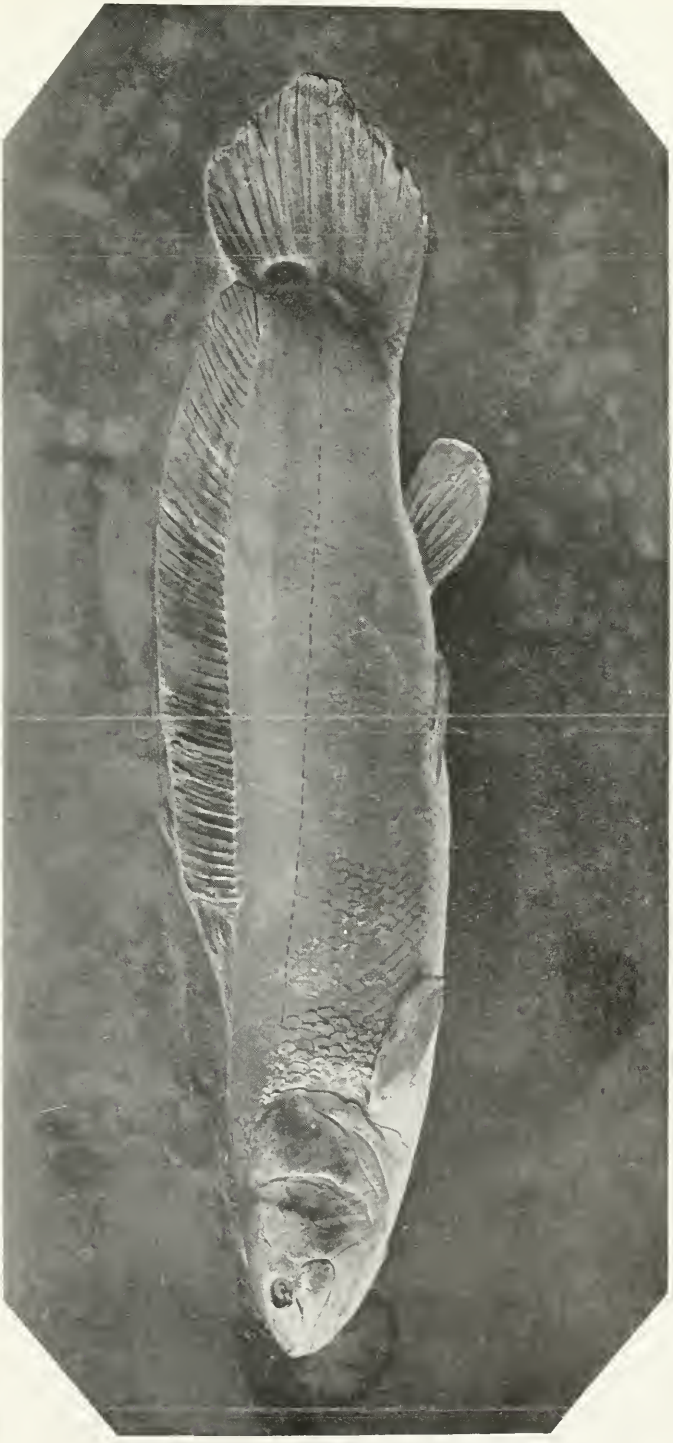
34223–248—Stone adzes. Nottawasaga Tp. Presented by C. A. H. Clark, Esq.

34249–263—Stone axes. Floss Tp. Presented by C. A. H. Clark, Esq.

34264–279—Stone axes. Vespra Tp. Presented by C. A. H. Clark, Esq.

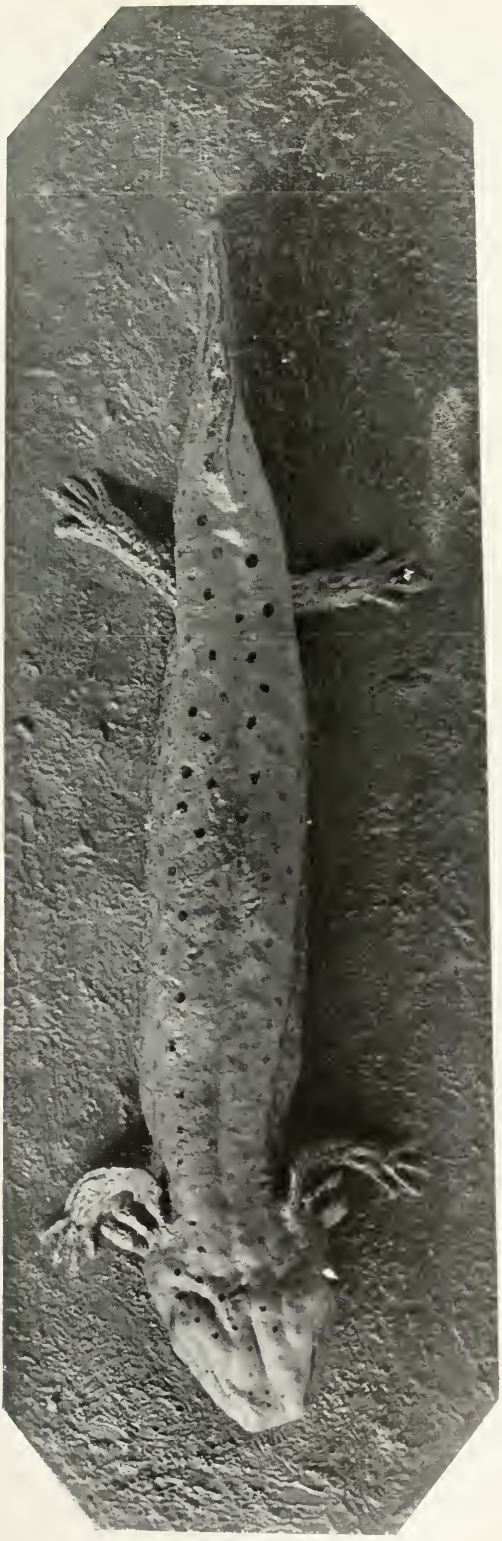


CAST OF SPOTTED SALAMANDER. (*Amblystoma punctatum.*)



CAST OF DOGFISH. (*Amia calva.*)

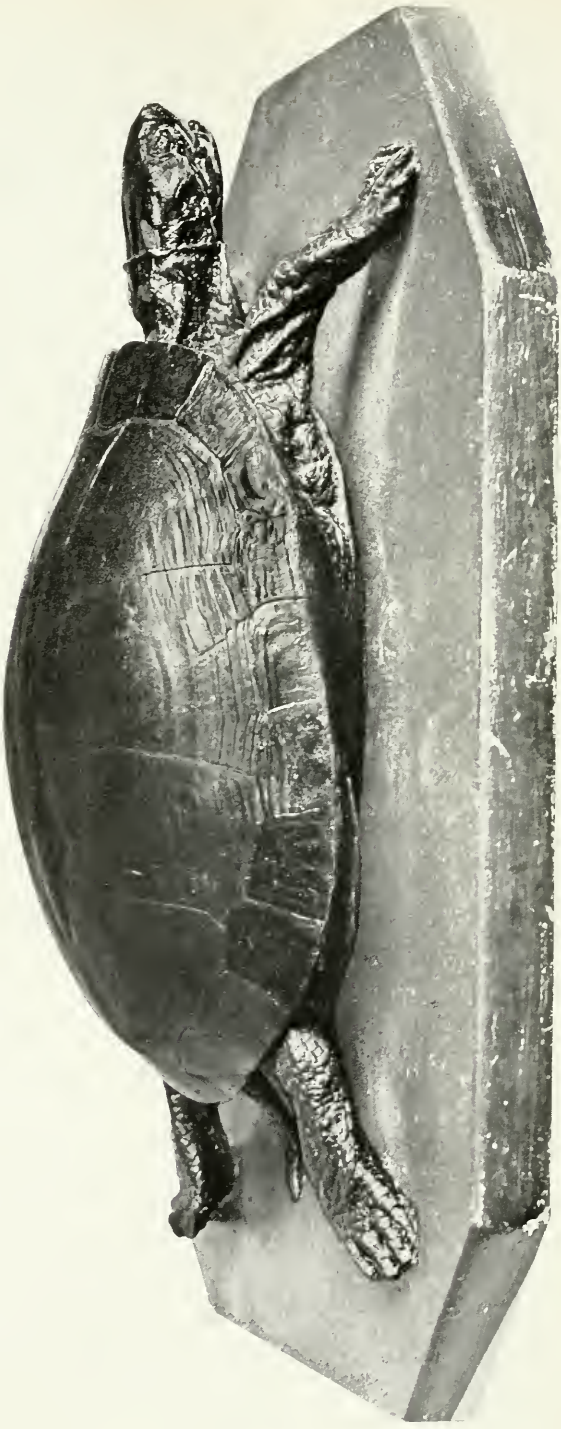
CAST OF GREEN FROG. (*Rana clamitans.*)



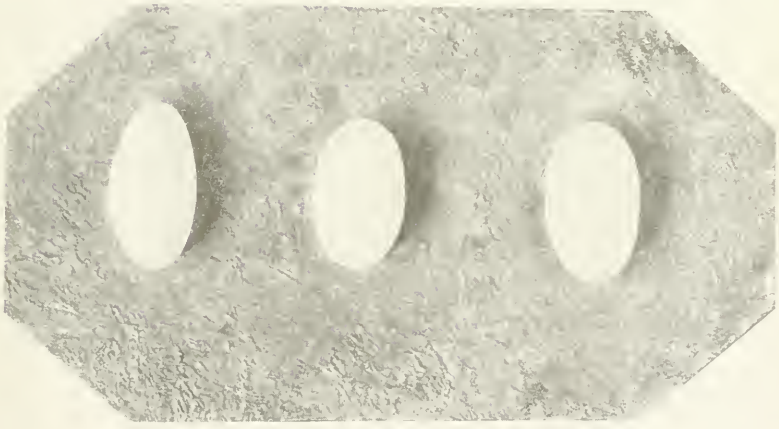
CAST OF MUD PUPPY. (*Necturus maculosus.*)

CAST OF ROCK BASS. (*Ambloplites rupestris.*)

CAST OF RAINBOW TROUT. (*Introduced.*)
(*Salmo iridens.*)
Specimen taken at Sault Ste. Marie.



CAST OF PAINTED TURTLE, (*Chrysemys picta.*)



TURTLE EGGS.

BINDING SECT. AUG 2 5 1967